

# School Activities

SAY CAN YOU SEE

DECEMBER 1957



Band and Sergeanettes—Santa Monica High School, Santa Monica, California



Contestants for "Miss Santa"—Wichita High School West, Wichita, Kansas

## **THE CLEARING HOUSE**

is the working partner of the principal

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# School Activities

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# *As the Editor Sees It*



"A monumental monstrosity," commented a teacher as we two were looking at the recent graduates' gift to the school—a terribly inappropriate piece of statuary in the hallway.

We have seen many of these monumental monstrosities: examples, a high-priced public address system for an auditorium that would not seat 200 persons (that setting needs such a system about as much as our Persian cat needs a sweater); unsuitable pictures improperly displayed; impractical sets of books, etc.

Other examples are drinking fountains, office furniture and fixtures, score boards, and similar pieces of essential permanent equipment which should be provided by the local school authorities—which means that their presence publicizes the ineptness of those legally responsible for the school.

A school gift from the graduating class may be quite in order, (1) IF it is given because the class really wants to give it, not because such giving is traditional; and (2) IF the gift itself represents intelligent selection—is appropriate, dignified, functional, and impressive.

The Football Safety Committee of the National Federation is compiling data on serious football injuries. This is a worthy project because its goal is desirable prevention and limitation.

During the past few years we have seen the rise and fall of a number of organizations designed for secondary school people—dramatics, publications, music, clubs, athletics, and honorary. Most of these had very commendable ideals and goals and in general were quite well planned and programmed. Why did they fail? Because of their Greek-letter names.

Since high school secret societies have been so widely legislated against, banned, and fought, and are so thoroughly discredited, any sensible school administrator hesitates to approve the addition of an organization—even an apparently good one—so long as it can be tagged—no matter if erroneously—as a secret society. And his attitude is quite proper.

"College football should dump its evils, put its house in order, or drop the game. If present conditions are tolerated for another five years the game will be ruined."

Further, the speaker indicted all those concerned with the game, coaches, educators, fans, and sports writers, stressing that at the root of the problem is the insistence—especially by alumni and sports writers—on winning.

"If you think that coaches like that [those who 'recruit and buy handpicked teams'] care anything about the boys they recruit illegally you're crazy. They'd cut a boy's throat in a minute if it suited their purpose. . . I'm tired of all this bribing and cheating. If we can't keep football in its place I'm for giving it up."

Who said so? A nationally-known head football coach of a well-known American University. When did he say so? This very fall, 1957.

A student council officer writes, "One of our problems is getting the members to meeting on time. What would you suggest?"

Assuming that the meeting is held on school time, we'd suggest that exactly the same procedure be used at council meetings as is used in regular class sessions. If the tardy class member is required to bring an "excuse" or "admit," so also should the tardy council member.

If the council meets during out-of-school hours, we'd suggest locking the door when the meeting begins. If, then, you admit the member, the resulting confusion and embarrassment should help to guarantee his promptness next time.

Any such procedures would cause the members—all of them—to recognize the seriousness of their responsibilities. Naturally, the tardy member would hardly want to face his own group later if this group knew he had been admitted officially as late, or had not been admitted at all.

Incidentally, if you have questions, problems, gripes, or comments write us about them. We'll not guarantee to help you, but we'll honestly try. And we'll use no names or other identification.

We hope you'll have a happy visit with the old red-nosed and white-whiskered gentleman.

***There are many approaches that may be pursued in providing the best facilities and activities to educate the whole child; and field trips are quite valuable.***

## Thrill 'em With a Frill!

**T**AKE YOUR CLASS ON A TRIP! This advice is rendered despite attacks on schools from a variety of sources to the effect that such niceties are expensive, unnecessary, and should be eliminated so that more time can be devoted to the three R's. It may well be true that some of the criticism is justified.

However, let us not, as educators, sit by the wayside and allow the numerous potentialities of the trip method of teaching go unused. Of course, some teachers have been successfully utilizing trips for years, but far too many have neglected, for various reasons, to include them among their methods and techniques.

Personally speaking, the writer was one of those who would not accompany a class on an educational trip. However, a recent experience of accompanying a group of Florida junior high school students on a four-day trip to Tallahassee for the purpose of observing the State Legislature in action helped both to dispel fears and to remedy lack of experience. This report, based on that excursion, might serve to convince other "non-users" that here, when properly administered, is a valuable educational technique.

It is true that there are evidences of the trip method of teaching dating back to the days of Aristotle and Socrates, but this is a relatively new device in American education, having been introduced in 1890.

First efforts to include this method within

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the schools as a desirable educational procedure found little enthusiasm and it has been stated that the new idea was slow in catching on because of the following: (1) A schoolhouse-bound concept of education; (2) A lack of appreciation of the trip's possibilities; (3) A lack of experience; and (4) Inflexibility of school schedules.<sup>1</sup> It would seem that in some instances these hurdles have yet to be overcome.

Despite the late recognition of the use of trips as an instructional tool there has been a rather rapid development in this field as evidenced by the tremendous number of articles published on the subject, many of them written within the past ten years. In passing, it should be noted that one of the most extensive bibliographies on the subject has been prepared by The Bureau of Field Studies, New Jersey State Teachers College, Montclair, New Jersey.

The values or outcomes of the trip method of teaching will be, of course, dependent upon a number of factors such as planning, administration, supervision, and others which might be unique in the individual situation.

For this reason it is important to stress that values MAY result and not that they necessarily will result. For those who are interested in a more extensive discussion of outcomes and values it is suggested that they consult McKown<sup>2</sup> or for a more detailed classification: the Bureau of Field Studies.<sup>3</sup>

Considerable thought and effort are the essential prerequisites of any trip. To increase the possibilities of attaining desirable objectives, certain procedures should be followed in all cases. Naturally, the amount of time spent on detailed planning will depend on the nature and scope of the trip.

The terminology used in classifying trip procedures is of little consequence. The writer feels,

<sup>1</sup>MCKOWN, HARRY C., *Extracurricular Activities* (3rd edition). The Macmillan Company, 1956.

<sup>2</sup>Ibid.  
<sup>3</sup>BUREAU OF FIELD STUDIES, *Field Studies in Schools and Colleges*, New Jersey State Teachers College, Montclair, N.J., 1938.

### Our Cover

The upper picture shows the Santa Monica, California, High School Viking Band and Samohi Sergeanttes. More than 150 performers participated in the Christmas presentation. The picture shows the cast as they are posed for the picture. Note that the stand in the back is designated as The Disneyland Christmas Bowl. These groups worked together during the football season to present half-time entertainment at the games.

The lower picture was submitted by Wichita High School West, Wichita, Kansas. The contestants in the "Miss Santa" Contest, a part of the annual Christmas Dance, "Winter Wonderland," are shown in the picture. Prominent citizens judged the girls, who appeared in shorts, evening dress, and the Miss Santa outfit. This contest, with a floor show, highlighted the evening's activity, which was sponsored by the Senior Class.

however, that the steps within this classification are essential if the trip is to be worthwhile. Weaknesses in this area of the trip method of teaching have probably accounted for most of the unsatisfactory and valueless experiences. A good classification of trip procedures is as follows: (1) Pre-planning; (2) Preparation; (3) Planning; and (4) The trip and its supervision.

**Pre-planning**—Determination of a definite aim for any trip is one of the paramount duties of a sponsor. While there are many definitions of trips, one of the better ones has been developed by The Bureau of Field Studies, New Jersey State Teachers College, Montclair, New Jersey: "All extramural observational experiences having definite educational objectives." Trips conducted simply for the purpose of going somewhere, or trips about which the imagination has to be stretched in order to supply justification in terms of an adequate definition should be eliminated.

It might be well to note that some teachers do not conduct trips simply because they do not know where to go. All teachers should become aware of the educational resources within the community and alert to the possibilities of their use in connection with field trips.

**Preparation**—Every sponsor should be familiar with what is to be seen on a trip. This is essential in order that students can be conditioned and prepared to observe those things which are important on the trip. Otherwise they are likely to be confused and bewildered by a multitude of insignificant details.

**Planning**—Every aspect of the trip needs to be carefully planned prior to departure. Possibly this task may be more easily accomplished if the teacher takes care of all details. However, here is an opportunity to do much to motivate interest among the students by actively engaging them in the planning.

Plans for any visit should be approved by the administration well enough in advance of the actual trip so that arrangements for changes in the school schedule may be made. It is also wise for the sponsor to inform the faculty about the desirable educational objectives of the trip. Less faculty objection is apt to be incurred if some provision for student make-up work is arranged—preferably in advance.

It is imperative that adequate safe transportation be arranged. Most authorities are of the opinion that it is advisable to employ adequately insured bus transportation. In the employment

of such transportation, a wise selection of drivers is desirable. If possible, the sponsor should obtain the services of drivers who have had experience with school trips.

If the trip involves overnight stops, advance reservations are a necessity and it is quite possible that special school rates can be obtained. On an extended trip, the selection of eating places is one of the most important problems faced. Too much emphasis cannot be placed on this phase of planning.

**The trip and its supervision**—In order to prevent undesirable criticisms, each trip should be conducted as planned. Incidentally, parents are understandably very much interested in knowing the details of these plans. On the previously-mentioned Tallahassee trip, parents of the students who attended were highly appreciative of a mimeographed itinerary which was distributed to them prior to departure. This of course makes it imperative to conduct the trip as planned.

Students on a trip are on public display and consequently the reputation of the school and the home community is at stake. Adequate supervision is a must. Many authorities suggest a chaperon ratio of about one for each thirty students, which seems to be adequate on a short trip. However, on an overnight visit it is recommended that the ratio should be one chaperon for about twenty students.

Our Tallahassee trip involved seventy-four boys and girls from three Riviera Beach and West Palm Beach, Florida, junior high schools. Our chaperons numbered five—three men teachers and two mothers. Two men and two women could have satisfactorily supervised the group.

Following are several supervisory suggestions which were found to be quite useful in adequately handling a number of phases of our trip: In order to eliminate as much confusion as possible in checking attendance, each student was assigned a number and whenever it was necessary to take attendance the roll call was nothing more than a "count off" of numbers. If a number were silent our prepared master list quickly indicated the name of the missing person.

At our nightly motel stops three to five students were assigned to a room. As far as was practicable students were permitted to select their roommates. The sponsors then prepared a master list of room occupants and designated a room captain whose primary responsibility was to

check the room and its equipment before departure in the morning.

Sponsors should exercise extra caution during the evening hours to insure that boisterousness or any unusual youthful exuberance does not interfere with other guests. Incidentally, it is wise to request motel and hotel managers to send evaluations of the conduct of the group to the school. Furthermore, students on the trip should be aware of this request.

A number of problems must be met by any sponsor who uses the trip method of teaching. Thought should be given to the liability involved. Parent-signed permission slips may be used, although these generally will not serve as waivers in the event of sponsor negligence.

Financing a trip may prove to be a problem. The easiest solution, of course, is to have the board of education provide the funds necessary. Groups may, however, employ any of a number of suitable fund-raising affairs to obtain the necessary financing.

No trip is worthwhile unless use is made of the results. Following the trip to the state legis-

lature mentioned above, class discussions were conducted during which time students questioned and commented on what had been observed. Furthermore, reports were made to other classes in the school.

Finally, each student making the trip was required to prepare a written report of his observations. In some instances other teachers accepted the students' oral or written reports as contributions to supplement work missed because of the trip.

Each trip made should be evaluated by both sponsor and students. It is suggested that the students be asked to note those phases of the trip which were most and least satisfactory. Sponsors should, for future reference, note in writing all pertinent comments relative to the trip just completed.

Sponsoring a trip, either long or short, is no easy task. However, with proper planning and administration you'll be gratified at the results as you listen to the reports and reactions of your students who have been thrilled with a frill. Bon Voyage!

***Active participation in student activities promotes leadership abilities, cooperative and aggressive qualities—develops the citizen for a democratic society.***

## Parliamentary Procedure—The Rusty Key

**S**TUDENT ACTIVITIES DEVELOP CERTAIN DEMOCRATIC PRINCIPLES in students who participate. This statement has been made time and time again in classes and printed in books. These principles are most often enumerated in the following manner:

1. Student activities develop the citizen for a democratic society.
2. Student activities help the individual to live successfully in his environment.
3. Student activities teach social cooperation.
4. Student activities foster sentiments of law and order.

No other administrative device would serve to fulfill these democratic purposes of student activities as well as parliamentary law. But, is this method of order used in our school clubs? If it is, is it used correctly?

These common phrases of parliamentary law, "I move the previous question . . . , I move to amend by inserting . . . , I move that until the pending questions are disposed of . . . , I ap-

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peal from the decision of the chair . . . , are a foreign language to the students in our student activity clubs of today. How many students understand what's going on when these motions are made?

Most have never used the socially acceptable language of parliamentary procedure and sometimes do not understand the functional purpose of many of the phrases used by their presiding officers. Students carry out an election and when they are through, not a single officer has been properly elected.

Some vote on questions, unaware sometimes of what they are voting for, an immense amount of time is wasted, and the voice of the minority is often not heard. But, when a question is raised about adhering to some of the fundamental rules

of procedure, the person who raised the question is frowned upon and made to feel he is obstructing business.

Thus 90% of our students take little or no part in making decisions except to cast a vote. They would perhaps like to, but do not know parliamentary procedure. But, unless we bring parliamentary usage into our student activity clubs, the democratic principles of student activities will not be fulfilled.

Parliamentary procedure, "the made-to-order key," can open doors to more efficient, more logical, more democratic club meetings. It should be easy to see how parliamentary procedure fits the lock and opens the door to the fulfillment of these democratic principles.

The use of this "key" in school meetings will provide for the full and fair democratic expression of every member. Advocates of both sides of the question have a chance to make their choices of action known and to give reasons for their judgments. Equal rights for all encourage free discussions.

Later, in community life the student will know how to participate as a good citizen in the service of many civic organizations, knowing how to secure definite objectives legitimately and expediently. It can thus be seen how parliamentary procedure is the tool to develop the citizen for a democratic society.

The best criteria to help the individual to live successfully in his environment are self-confidence, poise, and over-all emotional security. Nothing will instill these in the student better than participation in student activities.

In a student meeting conducted according to the rules of parliamentary procedure, even the most self-conscious student starts to make simple motions and is thus drawn rapidly into increasing participation in the group progress. In most school clubs of today, only the loudest, most dictatorial extrovert is heard; the rest are shouted down, lost in the confusion, and forgotten.

Parliamentary procedure eliminates this in high school meetings and in community and civic groups by eliminating fear and substituting self confidence in all the participants. It also tends to develop quick and accurate thinking. To judge the feeling of the majority and to choose the motion that will fill the needs of the group, calls for accuracy and exactness of judgment.

The ever-growing use of parliamentary procedure in business organizations, labor unions, and all clubs throughout the country should stim-

ulate sponsors of student activity clubs to give more attention to the necessity of teaching and using parliamentary procedure in training our students for effective living in their future environment.

Many student activities are given credit for teaching social cooperation. Football, for instance, is credited with training the student to think, act, and cooperate as part of a team. But, a football team would accomplish little if its members followed no rules and each member played according to his own desires.

So it is in extracurricular clubs. When there is no order to the meeting, little or nothing is accomplished. But, a meeting conducted by the rules of parliamentary procedure teaches the student to participate in the discussion, to respect the rights of others, to subordinate his personal wants to the wants of the group, and to execute the decisions of the organization even though they oppose his own views.

Thus it can be seen that the fundamentals of cooperation and of good citizenship are synonymous with the basic principles of parliamentary procedure.

Finally, this method of proper conduct fosters sentiments of law and order. This procedure is logical. It applies common sense to getting business transacted legitimately and orderly. All argument must relate to motion on the floor.

Anything extraneous is out of order, because the members attack one subject at a time, they must organize their teaching around one topic. This orderliness teaches logical thinking; and logical thinking, in turn, fosters sentiments of law and order.

Every high school has its quota of clubs and special group meetings. . . such organizations exist not only in high schools but they are typical of American life in general. So much so is this the case that every student ought to know how to participate correctly in such a meeting.

It is imperative for sponsors of student activities to realize vital possibilities of parliamentary procedure, a subject which is as necessary to the beginner in the grades who serves on the picnic committee up to the mother in the P.T.A. or the father who leads in his professional meetings.

Why don't we pick up this "rusty key," polish it to perfection, and train our students to use it effectively in extracurricular clubs, organizations, and committees; and properly fulfill these democratic principles of student activities.

*Attendance and participation in Student Council Workshop programs and activities promote training, guidance, enlightenment, assurance, inspiration.*

## You CAN Take It With You

ONE OF THE OLD SAYINGS that I have heard all my life is: "You can't take it with you!" But, a few years ago, I heard Nelson Wurgler, a Methodist Pastor in Las Cruces, take the view that you can take it with you. He said that if you change it into the coin of the realm to which you are going, you can take it with you. He pointed out that in traveling to another country, you must change your money into the coin of the realm into which you are going.

He told of the Bible story about the man who pulled down his barns and built bigger ones so that he could store more in those barns and when he had filled all of his big barns, he sat back and said: "Soul, take thine ease." If you remember the story, that night the man's soul was required of him.

He also told of how Jesus advised a young man who wanted to know the secret of success to "sell all you have and give it to the poor." By doing that, the man was changing his coin into the coin of the realm to which he was going and could take it with him.

No doubt, you young people aren't anxious to go, but when you do, you would like to take it with you and I would like to talk with you this morning about one way you can do this.

You are all leaders or you would not be here. One of the finest things that you could consider doing in life is becoming a teacher. Now, I can hear many of you saying, "I have known some poor teachers that I wouldn't want to pattern my life after." I want to say at the outset that you will find some people in the teaching profession who are not what they should be just as you will find them anywhere.

Samuel B. Gould, President of Antioch College, has said: "A teacher is a person with a touch of immortality and he should be the most envied of men. His profession should be the most sought after, the most carefully prepared for, the most universally recognized, and, as America grows in mental and cultural stature, it will be."

My experience in choosing to teach was similar to that of Dr. Willis Sutton, long-time Superintendent of the Atlanta, Georgia, schools

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and a past president of N.E.A. I shall never forget the difficult time I had in deciding what I was going to do in life. My father was a doctor and when I heard people say, "he saved my life," and when I saw his happiness over pulling a patient through a serious illness, I knew I wanted to be a doctor and help people grow strong.

When I rode along the highway and saw the massive bridges, I wanted to be an engineer and build things.

When I heard a great preacher sway his congregation and stir them with zeal to go forth and make a better world, I wanted to be a preacher.

I liked to read and I thought I wanted to write a book. I wanted to be an artist and paint beautiful pictures. Oh, I wanted to do a hundred things. I just couldn't decide. Then, one day, I told my problem to a very understanding school superintendent, and he said: "Would you like to do all these things?" I said: "I would." Then he said: "I can tell you how to do every one of them."

"Be a teacher! Some boy will write your book. It will be better than the one you would have written. Some girl will paint your pictures. Some of your pupils will be the doctors who will restore people's bodies; the engineers who will build great bridges; the preachers who will stir men's souls. Just be a teacher and you will do all these things."

I have never regretted entering this profession and I want to point out to you young people this morning some of the good things about teaching, in hopes that many of you will choose to join us.

Teaching is often referred to as a "noble profession." It was Mark Twain who said: "To be good is noble, but to teach others how to be good is nobler—and less trouble."

It is a noble profession, offering a great opportunity for service. We once placed it second to the ministry in this respect but many ministers now state that the teacher has the better oppor-

tunity. Whereas, the preacher teaches one hour per week, the teacher teaches five days a week. The teacher can touch every phase of his pupils' lives.

There is great "satisfaction" in teaching—in seeing boys and girls you helped, reach positions of responsibility in the community and nation; in seeing them establish homes and take up their task of helping build a better world. In seeing them paint the picture, write the book, or build the bridge you wanted to build.

Then, there is a certain amount of prestige accompanying the profession. Of course, I have never been able to sell my grocer on that argument, but people in every community look up to the teacher and assign him a position of importance in the community.

There was a time in this Western Country when it was the ambition of every cowboy to marry the school teacher. Many teachers came to this country to marry a cowboy and most of those succeeded.

Teaching offers the person with a thirst for knowledge an opportunity to continue his education and his search for truth.

We expect certain things of teachers and a person considering the profession should give attention to these and decide whether he wants to conform.

As a teacher, you are expected to set an example, so you must live on a plane above that of the average person in the community. There are some things you cannot do but none of them are things essential. In most communities a teacher is free to live his life within the bounds of conduct becoming a lady or a gentleman.

A teacher is expected to continue to study in order to be ready to adopt any new idea that will be to the advantage of his or her children.

A teacher is expected to take his place as a citizen of the community, to belong to some community organizations, and to provide some leadership in these organizations.

He is expected to have more than just knowledge to impart to children. He is expected to be able to inspire them. This requires enthusiasm and a sense of humor.

If you consider it from a financial standpoint, you will be expected to live on an income lower than that which you can expect in any other profession requiring similar training.

As a teacher, you may never expect to receive

a salary commensurate with the years of training you must have, and the responsibility that is yours.

You may never receive as much salary as your friends who enter the other professions and you must not expect to amass a fortune.

The salary situation is brighter today with many states already having adopted minimum salaries for beginning teachers with a college degree.

In choosing a life work, a person should keep in mind his situation at retirement. Fortunately, most states now have a very good teacher retirement law. The amount of retirement income is based upon the salary a person earns the last five years of his service and there is no maximum amount.

Now, what is a teacher? The best definition I have seen of a teacher is one that was printed in the *Lederle Chevron* not too long ago. It goes like this:

"To a child thrust into a strange world, a good teacher is the best thing that can possibly happen."

"A teacher is Courage with Kleenex in its pocket, Sympathy struggling with a snow-suit, and Patience with papers to grade."

"Teachers spend twelve hours a day searching for truth and the other twelve hours searching for error."

"They are incorruptible, indispensable, infallible, invincible, and nearly inexhaustible."

"A teacher does not really mind sniffles, squirmings, stomach aches, spills, sloth, and sauciness. Neither does she disintegrate before tears, trifles, fights, futility, excuses, parents who spout, little boys who shout, and little girls who pout."

"Most of all, a teacher is somebody who *likes* somebody else's children—and still has strength enough left to go to the P.T.A. meeting."

"Thank Heaven for teachers."

In considering what I wanted to do as a life work, I was interested in something that I would enjoy; something out of which I would get fun and pleasure. I am afraid that no one suggested to me that I would find pleasure in teaching. I wish that I had seen the statement by a great teacher, William Lyon Phelps, as I think it would have helped me. This is what he said:

"I do not know that I could make entirely clear to an outsider the pleasure I have in teaching. I had rather earn my living by teaching than in any other way. In my mind, teaching is not merely a life work, a profession, an occupation, a struggle; it is a passion. I love to teach. I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, as a strong man rejoices to run a race. Teaching is an art—an art so great and so difficult to master that a man or woman can spend a long life at it without realizing much more than his limitations and mistakes, and his distance from the ideal. But the main aim of my happy days has been to become a good teacher, just as every architect wishes to be a good architect and every professional poet strives toward perfection."

Knowledge of the subject matter of the course a person is to teach is important, and I would not want to think that I am indicating the knowledge of content is not important. As Waurine Walker has said, "You can no more teach what you don't know than you can go back where you've never been."

I am going to assume that you will know the content that you are going to teach, so I want to talk with you about the other things that distinguish a great teacher from a mediocre or poor teacher, and I think the most important element is love of children or youth. Marcelene Cox, writing in the *Ladies Home Journal* said: "Placing a child in the care of an adult who doesn't love children is like handing a choice bouquet to someone who just lays it aside."

Harold Garnet Black, writing in the *School Board Journal*, recently said: "The best teacher is not the one who fills the student's mind with the largest amount of factual data in a minimum of time, or, who develops some manual skill almost to the point of uncanniness, but rather, the one who kindles an inner fire, arouses moral enthusiasm, inspires the student with a vision of what he may become, and reveals the worth and permanency of moral and spiritual and cultural values."

There is an old story about a young man who was apprenticed to a blacksmith. The blacksmith taught him how to hold the tongs, how to lift the sledge, how to smite the anvil, and how to blow fire with the bellows. The young man was then employed in the royal smithery, but his happiness was short because he soon found that while he knew how to handle the tools, he had not learned how to light the spark.

The great task of teachers is lighting the spark, the development in children of the desire to learn. When that is done, the greatest of the child's problems are over.

Beth Blue, an Indiana teacher, gave this advice to the beginning teacher:

"One bleak fact will confront you  
And briefly shred plans to rubble,  
For each pupil with a spark of genius,  
There will be ten with ignition trouble."

There is no room in the teaching profession for a pessimist. According to E. Carl Watson, the pessimistic teacher says:

"To be hustled every morning from the bed at break of day  
To have to grab some coffee and a roll at some cafe  
To find at recitation time the children unprepared  
To be compelled to scold the bunch, as if somebody cared  
To spend an hour at closing time in marking everyone

To keep some urchin after school for something he has done  
To be gray-haired and wrinkled-faced, and old at thirty-eight  
That's what it means to us who teach, and try to elevate."

The teacher, to be happy, must be an optimist. According to Mr. Watson the optimist says:

"To be greeted every morning by a host of girls and boys  
To share their latest victories and a hundred other joys  
To help unravel stubborn knots in some forgotten lore  
To see them take the flaming torch, and come right back for more  
To watch them grow, stand up for right, down to the very end  
To know they're really friends of ours, what's finer than a friend?  
To feel so happy, yet so sad, the day they graduate  
That's what it means to us who teach, and try to elevate."

A poem that has always been helpful to me, one that is a parody on "The House by the Side of the Road" and is called "The School By the Side of the Road" goes like this:

"Let me teach and learn with simplicity  
A doctrine tremendous and vast  
The rule of three—and democracy  
And the heritage born of the past;  
Though scholars of note may dwell remote  
Apart from the din and the strife  
'Twere better to be with humanity  
Teaching and learning from life.

"Let me teach in a school where each lass and lad  
Meets life with an eager eye,  
The kids that are good, the kids that are bad,  
Smart and dumb—for so am I.  
There are savants of fame who win their acclaim  
Away from the rush and the noise,  
But I would teach with a humbler aim,  
As a friend of girls and boys."

Yes, the good teacher is the teacher who is proud to teach. I would like to close by reading this statement by Dr. Franklin H. McNutt called: "The Mother of Professions."

"Our calling is more than a profession; it is the mother of professions. Without us there could be no physicians, no lawyers, no engineers. Our duties are many; our interests as wide as life itself. We split atoms; we make two blades grow where one grew before; we probe the vast reaches of space; we devise cunning formulae with which to do astonishing things; and down the years reverberate our greater thoughts—thoughts that mark the progress of the human race.

"To us come the youth of the land. We prepare them for their chosen work; we try to give them the great insights that enlarge their world; we encourage the responses that ennoble human lives. We keep no union hours. Our doors are open. Through them come the curious, the puzzled, the frightened, and sometimes the sick-at-heart. To the curious we give guidance; to the puzzled, insight; to the frightened, a courage we often do not possess ourselves; and to the sick-at-heart, the balm of philosophy, or, perhaps, religion—that universal solvent of human difficulties.

"I am proud of our calling and would not exchange the title 'Teacher' for any the world has to offer."

## Facets of Personal Development In Life

DOROTHY LEGGITT  
High School  
Park Ridge, Illinois

Just as a diamond is carefully cut with facets that sparkle perfectly, so an individual must have facets of personal development in order to live successfully in the social world. Consider each phase of personal development as a facet; then, the list of characteristics includes everything from smooth grooming to pleasing techniques of dining.

How can the school teach and cultivate personal development? Probably, the most effective method pedagogically implies that the subsequent learning experiences be offered in the same manner as that of other subject matter; a special club might be organized. Assuming this to be the case, the resultant problem becomes one of motivation, content, and practice. Evaluation ensues on the part of the individual and with respect to the group.

Personally, the author would like to recommend panel discussion as the specific class activity to use. Pupil participation can generate interest; and group attention, insure permanence of practice.

Submitted here is a summary of textual ideas for the use of the group who undertakes a direct approach to this problem.

**Etiquette:** Etiquette concerns itself with the usages of social life, the external acts bearing upon others, the little concessions and sacrifices to the whims, habits, and customs of those around you. Manners, or etiquette, are really an expression of your inherent desire to adjust yourself to your surroundings and to conform to the established customs. They are the tools of social life.

**Grooming:** Smooth grooming is the foundation upon which you must build if you wish to be beautiful. The daily bath affects you physically; one warm, cleansing bath each night and one cold shower in the morning are a standard. The teeth should be kept clean and free from accumulations by brushing no less than twice daily. Also, brush the hair and massage your scalp; style your hair becomingly. Give yourself a manicure as needed. Dress carefully; wear clothes that are clean, pressed, brushed, and repaired, if necessary. You, finished for an appearance, should look well-groomed.

**Correct dress:** An index to personality is appropriate dress. Good dressing is suitable dressing, plus good taste. If there is a third factor, it is simplicity. To be well-dressed should become your standard. Discover what color is most becoming, and cling to it. Practice moderation: the clever adaptation of the general trend of fashion to the lines and the style peculiar to you alone. Your clothes should express general conditions and the surroundings in your life. Be chic; be fashionable. Your

clothes, however, should be less significant than your personality.

**Social skills:** Social skills exemplify to your friends that you are up to the minute "etiquettically." The techniques cover such problems as introductions, correspondence, invitations, conversation, etc. For introductions: know the forms perfectly, be casual but speak distinctly, have the names in your mind before you start to make the introduction, keep your poise by forgetting about yourself. Cordiality makes a person genial and gracious. Feel sincerity; express it.

Correspondence carries a message you wish to say plus a message about yourself—your personality. Social letter-writing is first of all a gift. But, it is secondly an art to be cultivated and developed. You can learn to write letters that are faultlessly correct, and that give pleasure through their charm of content and their expression of personality. There is the letter of thanks: a free, sincere expression of gratitude. There is the bread-and-butter letter: a letter of thanks to the hostess at whose home you were entertained. There is the letter of introduction: a model of simplicity. There is the friendly letter: a letter written simply, cordially, and with no regard for formula.

All invitations are flattering, for they express friendliness and offer hospitality. For this reason, they should receive prompt and courteous attention. The invitation should be acknowledged within a week of its receipt; the acknowledgment should be a definite acceptance or regret. The formal invitation is written on plain white, unruled sheets that fold once into their envelopes. Afternoon teas, gay luncheons, small dinner parties and suppers, simple weddings—all these are informal functions requiring the informal invitation. It is a cordial, friendly note for which there is no fixed form; it is penned on correspondence cards. If you wish neither to be strictly formal nor entirely informal, you may write the invitation on an ordinary visiting card, on the lower left corner.

In conversation, you need efficiency to know how to hold the interest of your listeners. You must talk pleasantly and easily. You appeal to the sympathies and intelligences of persons with whom you come in contact, receiving in response the warmth of their friendliness. As a good conversationalist, you can always be popular. What are the maxims of good conversation? Think before you speak. Be tactful. Interest the other person. Exemplify courtesy. Develop poise. Possess a sense of humor. As a good conversationalist, you must know how to listen. Be responsive. Strike a bond of sympathy with others as you engage in conversation with them.

Today, dancing is a type of social entertainment that is very popular. There are some customs connected with proper dancing: 1. When a boy asks for a dancing date, he mentions the hour of leaving. 2. When the gentleman calls, the lady is ready except for her wrap. 3. A couple greet the host and hostess as soon as they arrive. "How do you do?" and a few cordial remarks suffice. 4. At small dances where the hostess knows intimately everyone she has invited, it is customary to make whatever introductions that are necessary. 5. The boy and girl who attend a dance together have the first dance with each other. 6. By joining a group of people in going to a dance and in being together at a dance, everyone should be pleasant, animated, and nice in appearance and kindly in manner at a dance. 7. When the dancing is over, prepare to leave at once. Say "goodnight" with a sincere and gracious thank you to all who should be included in the farewells and expressions of appreciation.

**Dining:** Good table manners are an instinctive part of the well-bred person. At the table, the guest has a gracious manner which helps to keep everyone at ease. Poise and assurance were gained by practising the niceties and courtesies of dining in private before using them in

public. Certain rules have survived because they have been found sensible. The dining hour is more than an hour for eating. It is the time when family and friends gather around the table, not primarily to satisfy hunger, but to enjoy social contact, share experiences of the day, voice opinions, and enjoy one another's company.

**Hospitality in the home:** Warmth of friendship plus all-embracing cordiality equals hospitality. Through the art of being a hostess, or host, is "an affair of the heart," there are many skills that contribute to the smooth execution of the tasks connected with hospitality in the home. As a hostess, or host, you must be adroit at putting guests at ease; clever in creating an atmosphere of gaiety and starting lively conversations, intelligent in arranging the home so that it symbolizes good taste, order, and comfort—planning, preparation, and perfection. Carry out your plans, see that the guest enjoys the visit. Accept the leave-taking naturally. Reply to your guest's farewell and thank him as graciously as you can. Let the guest feel that the visit has been a source of joy to you, and to your family.

**Charm:** Charm ranks as a potentiality. If you possess

it, you exert an irresistible power to fascinate others. Because charm is the art of pleasing, you must know its three guideposts. First, be interested. The forms and expressions of your interest are determined by your taste, always. Good taste is based on kindness, which is the second guidepost. Kindness assures your correctness without the aid of memorized rules. Know that the correct thing is the sensible, kind act. When you are seen, you are probably standing, walking, or sitting. Nothing off balance is charming. So here you should add guidepost three. Interest, kindness, and now balance.

Impressions others have of you are intuitive evaluations. First impressions influence their judgment. When, without conscious effort, people are drawn to you, then you are charming. What is felt about you is the most important aspect of charm. To engender in others the feeling you wish, it is necessary to build from two directions—from the inside out and from the outside in. The real power of personality comes from within, but work on the outside erases those influences that destroy your intent to please. Be what you are; be what you are as charmingly and effectively as possible.

**Dah-Di-Dah-Dit, Dah-Dah-Di-Dah (Morse Code for CQ, meaning "I'm willing to talk to a new friend—anywhere in the world.") A thrilling experience.**

## An Amateur Radio Station

**I**F YOU HAVE NEVER VISITED AN AMATEUR RADIO STATION, you are really in for a surprise. It isn't just another hobby. It's called the "King of hobbies and hobby of kings." It is also the only hobby subject to Federal control and International agreements. All this gives worldwide opportunity to those willing to take advantage of it.

The points of real interest here are that this is easy to do and the possibilities are numerous in correlating the experiences with general education. It is probably not practical as a class project but as an individual or club activity it can enrich the general curriculum.

Throughout the world, amateurs are allowed to communicate with each other on certain frequencies. In our country a beginner's or Novice Class license is issued to those showing themselves capable of operating a low-power transmitter and showing an elementary knowledge of Morse code. No charge is made for the examination or issuance of a license.

Within a year the Novices are expected to gain a more advanced knowledge of radio theory and greater ability in handling the code. Achieving this goal, they are issued a General license, entitling them to all amateur privileges. They can now talk to the world in voice or by code, and the world can talk back in return.

This is not as hard as one might think. Many

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Radio Club Sponsor  
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thousands of licenses have been issued to elementary school students. There is no age limit. One little girl got her license the day before her sixth birthday. Communication around the world is quite possible.

Besides making friends in all states of the Union, Hams have an "in" on what makes the world tick. What would you think if a man in Ecuador told you the following? "I was surprised to find that we have electricity again today. The power plant usually runs only a day or two each week. It's owned by the government. Next month is the election so we have had current almost every day lately."

A Nicaraguan says, "Our country is only 23 miles wide and less than 60 miles long." An Air Force radioman says, "The harbor has been frozen solid for many months and the snow is packed thirteen feet deep on the airfield. Last week the temperature got all the way up to zero." He was in Newfoundland.

An operator in central Europe asks if it would be possible to send him a recent copy of a popular radio magazine because such printed

material is almost impossible to get over there. Another contact is with a lonely sailor aboard ship somewhere in the mid-Pacific. He tells you a first-hand account of the beautiful setting sun.

You might even relay a message from Admiral Byrd's South Pole Expedition to the anxious family of one of the daring explorers.

An operator on an island off the coast of Alaska says, "When the fog lifts I can see the coast of Russia." In Moscow another Ham tells you that he has been studying English for three years.

In these days when we need to develop a feeling of International understanding, who can deny that students with the experiences gained in Ham Radio could contribute much to class discussions.

If this has been of interest to you, you will probably want to know more about how to get started in this interesting field. An easy way to get information is to contact a local Ham. You have probably spotted some of their homes with antennas or you may have seen some of their cars with special license plates. Hams are a friendly bunch of people so don't be afraid to introduce yourself and ask for assistance.

Another readily available source of assistance is the Boy Scout Handbook. It includes the Morse code. For the Novice license a speed of only five words per minute is necessary.

Most large news stands carry or can get you a copy of the two magazines devoted to Amateur Radio—CQ and QST. The American Radio Relay League in West Hartford, Connecticut, will also send you information and lists of available teaching aids. They also broadcast code practice to assist the beginner.

A Radio License Manual is available for fifty cents that gives all the questions and detailed answers covering the official FCC examination. It also explains when and where the examinations may be taken.

Transmitters, receivers, and antennas are advertised in the radio magazines. Write to some of the advertisers of amateur equipment and they will send you complete catalogs of kits, factory assembled units, and parts. Such firms as Ashe, Allied, Concord, Heath, World Radio, and others whose addresses will be found in the magazines are recommended.

Costs will vary greatly. The low-powered kits can be highly recommended. They are quite inexpensive and, if you can follow simple and pictured directions, they will work fine. It is

sometimes possible to use parts of old discarded radios to assemble your own equipment.

Most amateurs buy a commercial receiver but kits are also available for these. Antennas vary from a simple piece of suspended wire to elaborate rotary beams. Elaborate and high-powered equipment is very fine but even simple and inexpensive rigs can give a very satisfying experience and cover amazing distances.

Many short-cuts and code symbols are used. Who knows, some day you may tell someone on the other side of town or the other side of the world something like this: "Tnx fer QSO. Wx hr is FB. Ur RST is 599 CUL 73's." Translated: Thanks for the radio contact. The weather here is very fine today. Your readability is very good, your signal is very strong, and its tone is the best. I will see you later. Best wishes.

Now that you OM's and YL's (old men and young ladies) are on your way, why not get together and learn together. Even the sponsor can learn right along with the students.

CUL 73's.

## The Christmas Spirit Prevails

DANIEL R. DONAHUE

*Morris Township Junior High School  
Morristown, New Jersey*

Just about the finest time of the year is the Christmas season. The spirit of Christmas is impressive, refreshing, and means much in the minds of children and adults. The occasion is observed in honor of one of the greatest events in the annals of history. Students and faculty



Art Students At Work

members of Morris Township Junior High School participate in many Christmastime activities.

The picture depicts a committee of art students completing the application of colored

cellophane to a glass-lined corridor to give a stained-glass window effect. Lighted at night, this "painting" is clearly visible from a nearby main thoroughfare and is the school's contribution to the spirit of the season hereabouts.

**Practical information and knowledge can be obtained in an interesting and edifying manner through the medium of an activity club, efficiently organized.**

## Law and Government Workshop

**A**N IDEA FOR A HIGH SCHOOL CLUB which provides sheer excitement along with a sure-fire method of learning the grass roots functions of local courts and government is the *Law and Government Workshop*. Not just another discussion group, this club actually participates, when possible, in the day-to-day operations of local law and government.

Essentially the club is just what its name indicates, a group of people actually working at the real and important business of running the community. Since it is not possible, nor even desirable, that a group of teen-agers take part in every phase of local law and government careful consideration should be given those areas which lend themselves best to student interest and afford valuable learning experience.

An interesting area which allows for group participation is that of helping the mayor and council to dig out the information and weigh the factors involved in a community project. For example, a community which is considering the acquisition or improvement of recreational facilities can be aided to a large extent by the results of the *Workshop's* study.

A committee or even the entire club could begin work by determining just what the recreational needs of the community are and whether, in their opinion, the costs involved in the improvement or acquisition would bring a fair return in benefits to the community. Students, like everyone else, are less apt to be one-sided in their thinking after studying the factors involved.

When a sharp difference in opinion exists among the club members as to what recommendation be made to the mayor and council there is no reason why a majority and a minority report cannot be submitted. This problem-solving experience plus the feeling which the members will get when their findings are seriously considered and weighed by their elected officials will provide a rich reward for their efforts.

**RICHARD W. WOUDENBERG**

*Wayne High School  
Valley Road, Wayne Township  
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Formerly with  
Nutley Junior High School  
Nutley, New Jersey*

In one small New Jersey community, which had no public library of its own, a student committee went to work in search of a solution to the problem of providing library needs of the borough. It was found that those who needed a library went to the large public library in the adjoining city where they were required to pay a two-dollar non-resident fee for loan privileges. In some instances persons were financially unable to pay and were therefore denied loan privileges.

The students gathered all the information, conferred with the city librarian, and made the recommendation to the mayor and council that the borough pay this two-dollar non-resident fee rather than start a library of its own. The borough fathers were so impressed they unanimously adopted the plan and it has proven a huge success.

Traffic, fire and police protection, and road problems are other projects on which students have worked successfully.

In the field of law it is not as easy for students to participate but there are a few excellent opportunities. When juvenile delinquency becomes a problem in a community students are often able to provide worthwhile recommendations on what the community can do. Intelligent juvenile opinion is sought more than ever today by those dealing with the problem.

Since most of us can expect to serve on a jury some time during our lives some understanding of its function will be beneficial. An excellent way in which this can be learned is to

observe the empaneling of a jury at a local court.

It is interesting to know why lawyers and prosecutors ask the questions they do of prospective jury members. Lawyers are often eager to speak to groups interested in law and it would not be difficult usually to get an attorney to give an interesting talk on the subject of juries.

Most county court houses maintain law libraries which serve as laboratories for exciting research for the student who has even a slight knowledge of how it works. Most law librarians would welcome the opportunity to point out the adventures which await the person eager to discover the law. You can learn in just an hour or so how to find law cases involving anything from *airplanes* to *xylophones*.

Knowing how to use the library will make possible student reports on exciting topics. Also it enables the student to go directly to the State Statutes to learn for himself precisely what the law has to say about a certain thing rather than to rely upon the usually incorrect rumors and parlor talk.

Excellent movies are available on law and government on the local level. Local people, who work at the business of running our courts, defending our citizens, governing our towns, and providing police, fire, or other municipal services are usually willing to come to the workshop and work with the members.

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## Whom Are We Kidding?

HAROLD M. LADNER  
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Conneaut, Ohio

Everyone should realize that any activity which is sponsored by the school should have as its primary purpose the development of the child. This is the sole purpose of education today. Education should develop the child in such a manner that he or she will be able to live a normal and useful life in a democratic society. Any activity in the school which does not lead to this end either needs revision or exclusion from the school program.

Now, what is the purpose of our present interscholastic athletic program? Is its purpose developing the child socially and mentally or is its purpose pleasing the spectators of the community and raising money for the support of the rest of the school's activity program?

Let us look at the facts. In the past few years there have been many rule changes in football and basketball. First came the two-platoon system of football and later the change of foul shooting in basketball. Look at the scores of ten and fifteen years ago and compare them with the scores of the present day.

Have these changes in rules, permitting higher scoring, been made to benefit the player or to thrill the spectators? Certainly, the player isn't receiving any benefits from these changes in the way of developing sportsmanship and citizenship. One must conclude that these changes were made solely for the spectator and the financial coffers.

Needless to say, the athletic program is the school's largest money maker. In the average school, athletics make more money than all of the other activities combined. Coaches were asked, "What do you think of de-emphasizing interscholastic sports?" All answered, "We can't afford to," or "Where do you think the money comes from?" None mentioned that cutting the emphasis on sports would lessen the chance for the child's development of good attitudes.

Here in the school's athletic program is the opportunity to develop such attitudes as citizenship, sportsmanship, leadership, responsibility, and respect for others. These attitudes should be high on the list of objectives for the sport's program. The sport's program has many opportunities to develop and use these attitudes whereas most of the regular curriculum classes do not.

Are these attitudes being developed? Let us examine the effects of the present interscholastic sports program on the pupil by asking these questions: Does it promote leadership when every other play is sent in from the bench and the team becomes a puppet of the coach?

Does it promote sportsmanship when the main purpose is to win, any way you can? How many sports heroes do you have in your schools that feel as though the school owes them something for scoring all those points? Does it promote good or bad feelings among communities? How many athletes today get gift grades and miss regular classes? Are these practices helping them to develop a sense of responsibility?

It is not the fault of the coach that these conditions exist. Because of pressure, both public and financial, it is imperative that he win. Woe be to the coach who changes his emphasis on sports and loses too many ball games!

The source of the problem lies in the fact that

the public is poorly educated to the true benefits of an interscholastic athletic program. By educating the public towards the true benefits of an interscholastic program and by letting the school board subsidize the athletic program, one can eliminate the two main pressures which have brought sports to its low educational ebb. From here, one can gradually reconstruct the program in such a manner that its primary purpose is the development of the child.

It is through the poor use of public relations, as an educational tool, that has led interscholastic sports to its present day situation. In order to educate the public toward the true values of these sports, the full cooperation of local newspapers

will have to be obtained. Newspapers are one of the main sources of publicity for the sports program. It would also be necessary to educate the pupils toward these true benefits so that they could carry them out into the community. School publications can also accomplish much along this line.

The job of educating the public would not be a rapid process. Through the cooperation of the press, pupils and school publications, the job can be done. The two main pressures, public and financial, which have brought sports to its present day situation could be eliminated. Maybe then we can stop kidding ourselves about the objectives of interscholastic sports.

***Student journalists acquire much experience covering the activities involved in the production of a play—interviewing, writing, research, photography.***

## Dramatic Productions and the School Paper

**D**RAMATICS ASSUMES AN IMPORTANCE in the school community as it does in no other. Each year, schools have two or more major presentations—to say nothing of minor ones. Dramatics is a basic cultural foundation stone of the school program.

Besides providing an income for the school, dramatic production serves to perpetuate the school's cultural heritage, provides an extracurricular activity for the students, and provides a training ground for students who are interested in work of this kind.

Therefore, the school newspaper is faced with a quite different problem from any other community newspaper. By the nature of the school's program, dramatics demands a larger share of space in the school newspaper than it does in the town newspaper. The questions arise for the paper: How much space should it receive and what kind of coverage?

Editors, who are promotional minded, will have to face up to these problems. They should be ready to promote what they think is good in the school program, the activity of this group of students should be covered, and the paper should feel responsible for the perpetuation of the cultural heritage of the school. Within this framework of duty, the editors will have to decide what to publish and when.

Traditionally, there is a good deal of co-operation between the school newspaper and the

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dramatics group. Very seldom are important productions ignored. The dramatics department of the school, being well aware of the importance of newspaper publicity to the success of their production, will cooperate willingly.

To the dramatics coach, the time spent with a representative of the school newspaper is well spent, for the paper reaches all, or a large part, of the audience upon which the dramatics group must depend.

How, then, should the editor handle the material from the dramatics group? First of all, at the beginning of the year, he ought to run the schedule of productions for the year. Productions are usually chosen well ahead of time so that this can be done. Students, who plan to try out for particular parts, will be forewarned and will be ready for try-out time.

Secondly, the editor ought to print notices for try-outs for each production — when and where they will be held.

After people have been chosen for the parts, their names ought to be announced, with perhaps some word about the play or show ("dramatics" will be used loosely here to include both.) Note ought to be taken as to when the production will be given.

About two weeks before the staging of the program, the newspaper might well publish information about the nature of the show: that is, if it is a play, what its background is, and what is it about; or, if it is a show, what kind it is, and what kind of acts it will feature. This can be handled with a feature story.

One week before the show, a feature should be run on the people who are in the production—who they are, and what parts they play. (Let it be said, here, that from the newspaper's point of view, the coverage which it gives a dramatics production is more than publicity. Among other things, it is a morale booster for the people in the production, many of whom are aspiring professional performers.)

The week of the performance, a story ought to be run which will again give the time, place, and nature of the program, along with a synopsis of the story of the production, and the cast of players.

This represents the minimum coverage which the school newspaper should give to the program before it is given. Other possibilities for additional coverage include features upon the leading personality of the show, the author of the play, or the history of the play. If the editor feels that additional support is necessary, he might write an editorial encouraging promotion.

After it is over, the production ought to receive a review. Here, the newspaper should be as candid as possible, since it is not the editor's job to cover up weaknesses of the production. Preferably, the review should be written by someone who has not been writing the promotional stories. Yet, that person should know the values of the production and be able to make a critical evaluation of it for the readers.

Pictures ought to be printed at proper times also. Usually, the person who is in charge of the production will have pictures made well in advance for publicity purposes. The editor can get some of these, and use them in issues which he devotes to the production. Some could even be run alone with the caption telling the story of what is behind them.

Yes, the school newspaper should recognize the place of dramatics in the total school program and give it the attention which it deserves. Good coverage will benefit the school community and promote what must be promoted.

And, incidentally, coverage of dramatics provides the newspaper staff with training in promotion and drama criticism.

## “Democracy or Communism”

**BILLY WHITWORTH**

*Tupelo High School*

*Tupelo, Mississippi*

### A Playlet

(The curtains open to reveal Judge McIntosh's desk, raised in the middle of the stage. A Court Reporter is seated in front of him. The Jury is seated. A witness chair is by the Judge's desk. The Defense and assistant (Defendant, later on) are seated in front of the jury. The Prosecutor and assistant are seated on the front left. The Bailiff is seated on the far left back. The 1st Cop stands by him except when he escorts witnesses to the chair. The 2nd Cop is off-stage. Another policeman, Joe Thursday, is in the back of the auditorium. All other witnesses are in their positions in the audience.)

Bailiff: (Standing) Hear ye, hear ye! The Court of Judge McIntosh is now in session. Will the Court rise.

(Everyone on stage rises as the Judge enters, dressed in a robe.)

Bailiff: Thank you. Be seated.

Judge: Has the jury been sworn in?

Bailiff: Yes, your Honor.

Judge: And what is the case we're trying?

Bailiff: The first case of the afternoon, your Honor, is that of the People versus Peg Kiddlehop. She has been accused of degrading Democracy as lived in the commonwealth of the United States, in favor of Communism as read about in Russia.

(2nd Cop brings in Defendant, and stays with her.)

Bailiff: Stand over here. Now, do you swear to tell the truth, the whole truth, and nothing but the truth?

Peg Kiddlehop: I do.

Judge: Do you plead guilty or not guilty?

Peg Kiddlehop: (Glances at Defense and receives a nod.) I plead *not guilty*, your Honor.

Judge: Be seated. Bailiff, call the Prosecutor's first witness.

Bailiff: (Confers with Prosecutor, then calls.) Call Mr. Hinkleshod! Call Mr. Hinkleshod!

Mr. Hinkleshod: (Old man in his late sixties, with sun glasses and a cane. Steps up from the audience.) Right here!

(1st Cop meets him and escorts him to the stage.)

Bailiff: Raise your right hand. Do you swear

to tell the truth, the whole truth, and nothing but the truth?

Mr. Hinkleshod: I do.

Bailiff: Be seated.

Judge: Proceed, Mr. Prosecutor.

Prosecutor: (Walks over to witness chair.) Your name, please?

Mr. Hinkleshod: Vance de Leon Hinkleshod.

Prosecutor: Have you ever seen the defendant before, Mr. Hinkleshod?

Mr. Hinkleshod: Yes, I have.

Prosecutor: Would you mind telling us where?

Mr. Hinkleshod: Well, two or three different places. I saw her—

Prosecutor: Er—on the night of December 31. Do you recall seeing her then? And if so, where?

Mr. Hinkleshod: Yes, I saw her on the corner of Main and Broadway, I believe it was. Anyway, it was by the post office.

Prosecutor: What was she doing, Mr. Hinkleshod?

Mr. Hinkleshod: Well, there was a big crowd of men and women around her, and I couldn't see too well, but she was preaching Communism, or, in other words, running down Democracy as a government for the people; people just like us.

Prosecutor: (To Defense) Your witness.

Defense: (Walks to witness stand) Just how was the defendant "preaching Communism" as you put it, Mr. Hinkleshod?

Mr. Hinkleshod: Well, she was, well, you know, just being heinous about Democracy and discriminating about Communism. She said, for one thing, that in a Democracy, people have too much voice in their government, and that people consider themselves before the government. Then she said that Communism for America would be very agreeable because it did all the thinking for its people and considered itself before the individual.

Defense: Thank you, Mr. Hinkleshod. Are you sure that the defendant was the person you saw and heard on that night?

Mr. Hinkleshod: (Bends forward, shades eyes with hand, and glares at defendant.) Of course! I'm not that old, my eyes aren't going bad!

Defense: Thank you. That's all.

Judge: Witness dismissed.

(1st Cop escorts him offstage and meets Joe Thursday halfway.)

Prosecutor: (To Bailiff) Call Captain Joe Thursday to the stand.

Bailiff: Call Captain Joe Thursday!

Joe Thursday: Here, in the back.

Bailiff: Come forward and be sworn, Captain Thursday.

(Thursday comes from back of auditorium, escorted halfway by 1st Cop.)

Bailiff: Do you swear to tell the truth, the whole truth, and nothing but the truth?

Joe Thursday: I do.

Bailiff: Be seated.

Judge: Proceed, Mr. Prosecutor.

Prosecutor: Your full name, sir?

Joe Thursday: Joseph Walter Thursday.

Prosecutor: What patrol do you have, Captain Thursday?

Joe Thursday: The downtown section is my beat, sir.

Prosecutor: Were you on duty on the night of December 31?

Joe Thursday: Yes, I was on duty that night.

Prosecutor: Did you notice anything unusual happening as to crowds of people at any time that night?

Joe Thursday: Well, yes, I did.

Prosecutor: What kind of gathering do you recall?

Joe Thursday: Miss Kiddlehop (gestures toward her) was standing on a soap box and talking a blue streak to a big crowd of men and women around her.

Prosecutor: What exactly was she saying to them, Captain Thursday?

Joe Thursday: Just about what Mr. Hinkleshod said—that the American people have too much importance as individuals, that we have too much voice in the government, and that we have too many political parties organized to work well.

Prosecutor: What, in an official capacity, did you do about all this activity?

Joe Thursday: I arrested her on the charges as stated.

Prosecutor: Thank you, Captain Thursday. (To Defense) Your witness.

Defense: Captain Thursday, are you positive it was the defendant you arrested that night? In other words, it couldn't have been anyone else?

Joe Thursday: (Stares at Defendant) I'm positive she is the one I arrested.

Defense: Could you see very plainly that night?

Joe Thursday: Yes, I could. There was a full moon, and besides she was standing where the light from the streetlight fell on her. Even

if I hadn't seen her too well then, I would have seen her in the lights at the station. Oh, she's the one I arrested, all right.

Defense: Thank you, Mr. Thursday. That will be all.

Judge: Witness dismissed.

Prosecutor: That concludes the People's case, your Honor.

Judge: Does the Defense wish to put on a case?

Defense: (Pauses) Oh, yes, of course. Bailiff, call Miss Wash to the stand.

Bailiff: Call Miss Wash! Call Miss Wash! Call Miss Wash!

Miss Wash: Here! (Rises and is escorted by 1st Cop to witness chair.)

Bailiff: Do you swear to tell the truth, the whole truth, and nothing but the truth?

Miss Wash: I do.

Bailiff: Be seated.

Defense: Your name, please.

Miss Wash: Addie Lou Wash.

Defense: Miss Wash, what do you do for a living?

Miss Wash: I am the co-owner of a little gift shop on North Spring Street, sir.

Defense: Do you not have another occupation beside this one, Miss Wash?

Miss Wash: Well, I certainly don't consider it an occupation, but I do keep a few boarders at my home on Allen Street.

Defense: Do you not also keep the defendant, Miss Kiddlehop, at your home?

Miss Wash: Yes, I do. She has a private room.

Defense: Was she at home on the night of December 31?

Miss Wash: Yes, sir, she was at home, I am sure.

Defense: Was there any particular reason why the defendant was at your home that night, Miss Wash?

Miss Wash: Yes, there was. She did not feel well.

Defense: Thank you, Miss Wash. (To Prosecutor) Your witness.

Prosecutor: (Walks over to witness chair) Did Miss Kiddlehop have to have a doctor out to see her, Miss Wash?

Miss Wash: No, it was just an upset stomach.

Prosecutor: Do you know where the defendant *really* was on that night?

Miss Wash: Yes, of course. She was in her room. I've already told you she was ill.

Prosecutor: And did you check up on her?

Defense: (Jumping up) Objection, your Honor.

Judge: On what grounds?

Defense: (Pounding on table) Incompetent, certainly irrelevant, and immaterial!

Prosecutor: (Shouts and points at Defense) Your Honor, this is just a stall.

Judge: (Banging with gavel) The objection is overruled. Proceed, Counselor.

Prosecutor: Answer the question. Did you check up on her?

Miss Wash: Of course not. I trust people more than that. Besides, she wouldn't lie to me.

Prosecutor: But nevertheless, you did not see that she was in her room. Is that right?

Miss Wash: (Reluctantly) No, I didn't. She just said she was going to bed as she left the living room, and I believed her.

Prosecutor: Now what time did all this take place, Miss Wash?

Defense: (Standing) Your Honor, I fail completely to see the connection between this and my examination.

Judge: Nevertheless, I feel that this is a pertinent question, so I am going to overrule the objection. Proceed.

Prosecutor: Answer the question. What time did all this take place?

Miss Wash: About five o'clock, sir.

Prosecutor: Is your house a one-story building, Miss Wash?

Miss Wash: Why, yes, as a matter of fact, it is.

Prosecutor: And are the windows set fairly close to the ground with no iron bars over them?

Miss Wash: Why, yes, that is true.

Prosecutor: Then the defendant could easily have slipped out a window in her room without your hearing, could she not? And then returned later?

Miss Wash: Yes, I suppose that could have been done.

Prosecutor: Thank you very much, Miss Wash. That will be all.

Judge: Witness dismissed. Does the Defense have another witness?

Defense: Yes, your Honor, we do. Bailiff, call Doctor Pepper to the stand.

Bailiff: Come forward and be sworn, Dr. Pepper. (Escorted by 1st Cop, who stands behind Bailiff's table during rest of playlet.)

Bailiff: Do you swear to tell the truth, the whole truth, and nothing but the truth?

Dr. Pepper: I do.  
Bailiff: Be seated.  
Judge: Proceed, Counselor.  
Defense: Your name, please?  
Dr. Pepper: Dr. Clementine Pepper.  
Defense: What is your occupation, Doctor?  
Dr. Pepper: I am a resident psychiatrist of the city and county, sir.  
Defense: Tell me, have you ever seen the defendant, Miss Kiddlehop, before?  
Dr. Pepper: Yes, I have.  
Defense: About how many times?  
Dr. Pepper: (Looks thoughtful) Well, I guess about four times in all.  
Defense: Did she come to you professionally?  
Dr. Pepper: She didn't come to me at all. I went to her.  
Defense: Well, I mean, did you ever see her professionally?  
Dr. Pepper: Yes, I did.  
Defense: Is it part of your job?  
Dr. Pepper: Yes, it is. I give an examination to everyone that is arrested and brought to the city jail.  
Defense: Then you gave such an examination to the defendant?  
Dr. Pepper: Yes, I did.  
Defense: Will you state your findings to the court, Dr. Pepper?  
Dr. Pepper: I found that she was a sagacious person—a very sagacious person.  
Defense: Thank you, Dr. Pepper: That will be all. (To Prosecutor) Your witness.  
Prosecutor: Will you explain that big medical term in a little more simple language, Dr. Pepper?  
Dr. Pepper: Well, any person is mentally deranged if he thinks any government other than a Democratic one is best for all, but speaking professionally, sagacious means I found her perfectly sane and in full control of her actions.  
Prosecutor: Thank you, and that is all.  
Judge: Any further questions on redirect?  
Defense: Yes, one more, your Honor. Is there a possibility that Miss Kiddlehop could have been hypnotized and sent out to do as she did?  
Dr. Pepper: No, very definitely not. I examined her at the time she was brought in and she had full control of all her senses.  
Defense: That is all, then. (To Judge) That concludes our case, your Honor.  
Judge: Witness dismissed. Does the Prosecutor have any further statement?

(Defense confers with Defendant.)  
Prosecutor: No, your Honor.  
Defense: Oh, your Honor—  
Judge: Yes, what is it?  
Defense: I should like to put the Defendant on the stand.  
Judge: All right, proceed.  
(Defendant rises and walks to witness chair.)  
Bailiff: You have already been sworn.  
Judge: Proceed, Counselor.  
Defense: Miss Kiddlehop, do you remember the night of December 31?  
Miss Kiddlehop? Yes, I do.  
Defense: Where were you on that night?  
Miss Kiddlehop: I was ill, just like Miss Wash told you.  
Defense: I think it would be best for all concerned if you gave your side of the story.  
Miss Kiddlehop: On December 31, I went to work as usual, but I returned home to Miss Wash's boarding house around five. I retired to my room with an upset stomach.  
Defense: Thank you, Miss Kiddlehop.  
Judge: Does the Defense have any further questions?  
Defense: Well, no, I guess not. (To Prosecutor) Your witness.  
Prosecutor: Miss Kiddlehop, you haven't a chance in the world of getting an acquittal in this trial, and you know it. Now, why don't you tell us where you really were that night, and make things easier for yourself.  
Defense: Objection, your Honor.  
Judge: Objection overruled.  
Miss Kiddlehop: I said I was ill.  
Prosecutor: May I remind you that you are under oath?  
Miss Kiddlehop: I said I was ill!  
Prosecutor: Well, that's all, then. Thank you.  
Judge: Witness dismissed. Any further questions on redirect?  
Defense: No, your Honor.  
Judge: In that case, does the Prosecutor wish to sum up his case?  
Prosecutor: Yes, your Honor. (Rises and stands before jury.) Ladies and gentlemen of the jury, let us review some of the facts of this case. This woman, according to almost all reports given in this trial, could certainly have been at the post office, or anywhere else for that matter, by first pretending to be ill, and then slipping out of the window in her room without being heard or seen by anyone in the house. You heard Mr. Thursday and Mr. Hinkleshod, both positively

identify her as the one they saw and heard on that night. You heard the Psychiatrist state that the defendant was in full control of her actions at all times. In view of all this evidence against her, of corrupting others, inciting hate, and invoking rebellion, either mental or physical, against our great country, it is the opinion of this court that no jury in the United States, under these circumstances, could help but return a verdict of guilty. Thank you.

Judge: Does the Defense wish to sum up his case?

Defense: Yes, sir, I do. (Strides over and paces floor in front of jury.) Ladies and gentlemen, is this a free country or not? Please let me remind you that in a free country anyone can do anything he or she pleases, provided he or she does not intrude upon the rights of others. I ask you, can you, can your consciences, stand the thoughts that you will be eternally thinking if you return a verdict of guilty against this innocent woman? I also leave it up to you to decide whether in a free country anyone can do anything he or she pleases or not. Thank you.

(Strides back to chair, sits down.)

Judge: Ladies and gentlemen of the jury, I do not need to tell you that the Defendant is innocent until proven guilty. You will think this over, and then, if you think that sufficient evidence has been introduced against her, you will find her guilty as charged. If you do not think enough evidence has been presented to convict her, however, then you may find her innocent of the charges.

(File off, wait about five seconds and return.)

Judge: Mr. Foreman, report your findings to the court.

Foreman: (Stands) We, the jury, find the defendant guilty as charged (Peg Kiddlehop gasps.)

Judge: You have heard the verdict. The prisoner will stand before the Court for sentencing.

(Peg Kiddlehop rises and goes dejectedly to Judge's desk, escorted by 2nd Cop.)

Judge: If I had my way about it, I would sentence you to years of study on life and the greatness of it, but, as the law will not permit me to do that, I sentence you to life in the woman's division of Sandstone Federal Prison.

(2nd Cop escorts her off stage.)

Judge: (Continuing after they are off) And I sentence everyone in this auditorium to remember the true American definition of Democracy:

"Democracy is a system of living and of government which is based upon the rights of individual liberty. Democracy provides for the rule of the majority, but it also provides for the protection of the minority. It encourages freedom of speech, freedom of the press, and freedom of conscience. It offers opportunity to all to advance according to ability. It entails the obligation to hand on those rights and privileges which allow the greatest amount of well-being and culture. Finally, democracy stands for tolerance and for cooperative citizenship."<sup>1</sup>

Reader: (Comes out on stage) I shall now read from parts of Margaret E. Brown's summary of "Thank You, America." "For more than 28 years, America has been giving me: parents, food, clothing, shelter, education, and inspiration. Thank you, America for life itself. Thank you, America, for millions of homes with fine idealistic parents; thanks for sanitation; for public highways; street lights; police and fire protection; thanks for the kind of free education nowhere else available in the world . . . We American young people just go ahead and take for granted homes, newspapers, and magazines, enjoying the freedom of the press—so precious to us—radio and TV, schools which offer the opportunity to train for any kind of occupation one chooses, and frequently we forget to say, 'Thank you.'

"Thank you, America, for the great American church and its Big Minister, always at hand, for the freedom to worship God; and for the problem-solving contact with one's minister.

"Thank you, America, for the ballot; for the privilege of participating in the campaign which precedes the balloting."<sup>2</sup>

Announcer: (Comes out) Now may we stand and sing "God Bless America."

(Words to "God Bless America.")

*God bless America, land that I love,  
Stand beside her, and guide her,  
Through the night with the light from above.  
From the mountains, to the prairies,  
To the oceans white with foam,  
God bless America, my home sweet home,  
God bless America, my home sweet home.*

#### CHARACTERS

Judge McIntosh	Prosecutor
Bailiff	His Assistant
Peg Kiddlehop	Announcer

<sup>1</sup>HORACE KIDGER, *Problems Facing American Democracy* (Ginn and Company, 1950), p. 21.  
<sup>2</sup>Ibid., p. 21.

Dr. Pepper	Defense	1 platform
Joe Thursday	His Assistant	1 pair colored glasses
Miss Wash	Mr. Hinkleshod	22 chairs
1st Cop	2nd Cop	1 gavel
Court Reporter	Reader	3 large tables
Jury Foreman	11 other Jury Members	1 cane or walking stick
		3 cop's uniforms or facsimiles

#### PROPERTIES

- 1 black or gray robe
- 1 rostrum

**EDITOR'S NOTE:** This playlet was written by Billy Whitworth and edited by Charles Estes, Peggy Reput, and Betty Graham. It was a project in the "Problems Facing Democracy" class.

*A survey of twenty colleges and universities, which are members of the New Jersey Collegiate Press Association, reveals interesting informational data.*

## Collegiate Yearbooks In New Jersey

**H**OW ARE college yearbook editors chosen? What compensations are given to members of college yearbook staffs? What responsibilities does the faculty adviser assume when he accepts the job? How much does the yearbook cost? Do college yearbooks use patron listings as a means of advertising?

These were some of the pertinent questions answered by the members of the New Jersey Collegiate Press Association.

As for the number of pages in a college yearbook, the smallest yearbook had 64 pages; the largest, 240 pages; the median, 196 pages. Among the twenty colleges, the number of yearbook copies ranged from 100 to 2500; however, the average number of copies was 400.

The survey revealed that in most colleges the yearbook editors were chosen by senior editors or by the class. Others were selected by the faculty, by the Publications Board, by the student body, by the faculty, or by the Dean of Men and the adviser.

The smallest number of yearbook staff members was four. Two institutions, however, stated that their staffs numbered sixty members. The average number on a college yearbook staff is fifteen.

In 75 per cent of the colleges the faculty adviser is assigned by the college administration. Two other means of selection of the adviser were by the class or by the student body. Only one college reported the fact that no adviser was used. As for duties, fifty per cent of the advisers supervised financial and editorial matters.

**HERMAN A. ESTRIN**

*Newark College of Engineering  
Newark 2, New Jersey*

To reward staff members, most colleges offered them college credit and/or membership in journalism societies. Recognition in assembly or convocation or in the yearbook and the college newspaper, an annual yearbook dinner, presentation of a key were other awards for staff participation. One yearbook staff receives 50% share of the net profits as its compensation.

Seventy-five per cent of the colleges have a mandatory activity fee ranging from \$3.50 to \$50. Twenty per cent of these colleges had a \$50 fee; the average fee reported was \$12. To publish the yearbook, colleges paid from \$1,150-\$15,000. The average amount was \$4,600.

Concerning the amount of financial support which the yearbook receives from the student fund, 20% of the colleges receive the total cost of the publication; an additional 20% received over 75% of the total cost. Fourteen per cent of the colleges stated that they received no financial support. Several colleges request the individual student to pay a sum of \$5.50, \$15, or \$30 for the yearbook.

Seventy-five per cent of the colleges seek outside advertising and allot from four to 34 pages for this purpose. The average number of pages for advertisements was 15. The rates ranged from \$40 to \$200 for a full page; the average, \$80. For a half page the range was from \$25 to \$100; the average, \$40. For a quar-

ter page the range was from \$12.50 to \$50; the average was \$25.

One-third of the colleges charged student groups such as fraternities, clubs, and professional societies for advertising space; but of this segment 50% paid the same rates as outside advertising. Fifty per cent of the colleges distributed free copies of the yearbook. Of the colleges which sold the yearbook, 50% stated that the selling price does not cover the cost of publication. Several mentioned the fact that advertisers, patrons, and boosters are necessary to make up the costs. If the publication is sold, in general, the percentage of sales anticipated for the classes is as follows: 25% of the seniors, the juniors, and sophomores, and 20% of the freshmen will purchase the book. Outside groups may purchase 5 to 10% of the total publication.

Two-thirds of the colleges do not request their students to pay to have their pictures in a publication. Fifty per cent use patrons and charge them from \$1 to \$10; the average rate is \$5.

Half of the colleges stated that their yearbook is a senior class project; one third of them, a college project; and a seventh, a junior class project.

More than half the colleges felt that their publication was autonomous, but two-thirds of the replies stated that the administration would censor the publication if it feels justified to do so.

Almost all of the colleges prepare their copy during the senior year. Two institutions worked during the junior and senior years, including the summer that intervened. Thirty per cent of the colleges indicated that the yearbook is under a Board of Publications with the newspaper and other student publications. Eighty per cent of the respondents participate actively in the New Jersey Collegiate Press Association. Among almost all the colleges, the final authority of controversial matters rested mainly with the faculty adviser and the editor. Eighty per cent indicated that they had a set of principles by which they decided what should and should not be published.

#### SUMMARY

1. Most colleges have a mandatory activity fee.
2. The median price for the cost of publication of an annual is \$4,600.
3. Most student funds give financial support to the publication of the yearbook.

4. Most colleges do not require students to pay to have their pictures in the yearbook.

5. Most yearbooks are a senior class project.

6. Most yearbooks are autonomous, but agree that the administration can and will censor when it feels justified.

7. Most colleges work on their copy during the senior year.

8. Most yearbook staffs participate in the New Jersey Collegiate Press Conferences.

9. Final authority on controversial matters rests with the faculty adviser and the editor.

10. Most colleges have a set of principles by which it is decided what should or should not be published.

11. The smallest yearbook has 64 pages; the median is 196 pages; the largest has 340 pages.

12. The smallest amount of copies ordered is 100; the median is 400 copies; the largest amount is 2500.

13. Compensations for staff participation are college credit, membership in journalism societies, recognition in assembly or convocation, and recognition in the newspaper and yearbook, and a key.

14. Most yearbook editors are chosen by senior editors or by the class issuing the publication.

15. The average number of staff members is 15.

16. Most faculty advisers are assigned by the college administration.

17. Most yearbooks seek outside advertising and use 15 pages, on the average.

18. The median charge for a full page, \$80; for a half page, \$40.

19. Most student groups are not charged for space in the publication.

20. Fifty per cent of the colleges distributed their publications free of charge.

## What You Need

### FOR THE LIBRARIAN

A comprehensive handbook, bringing together in a single volume a wide range of up-to-date material for librarians, this volume answers many questions, such as: What equipment should I buy and where? What is the installation cost? How will this new charging system deal with overdues, renewals, and reserves? It contains a description of step-by-step circulation routines and an account of seventeen charging systems now being used by public, college, and special libraries. The various systems are generously illustrated with photographs and drawings of equipment, machines, and forms. Evaluations of the systems are recapitulated in tabular form for easy comparison.

Charging Systems. By Helen T. Geer, American Library Association, 50 East Huron St., Chicago 11, Ill. Price \$3.75.—Georgia Education Journal

# ASSEMBLY PROGRAMS

## for January

### SPECIAL EVENTS FOR JANUARY

National Thrift Week and Printing Education Week, in honor of the birthday of Benjamin Franklin. Infantile Paralysis Prevention Day in honor of the birthday of Franklin D. Roosevelt. Child Labor Day. Other birthdays: Daniel Webster, Edgar Allan Poe, Robert E. Lee, Robert Burns, and others.

### THE VOICE OF AMERICA Department of Speech

A very impressive assembly program presented in one school was a pageant entitled "The Voice of America." It was written for speech choir and narrator, was presented three different times, and proved unusually popular with the various audiences.

The production was staged so that only the faces of the choir were visible, as they were robed in black, and placed against a black curtain. The narrator, the Seer, was dressed in white satin with a white jewelled turban. He was made to appear even more supernatural by his peering into a green spotlight on the table in front of him.

As the pageant unfolded, fourteen tableaux were faded on and off from behind the screen at the right of the choir. The colors of these tableaux were extremely effective, as they stood out against the black and white of the choir and the ghostly haze of the Seer.

In regard to the purpose of the pageant, the author stated: "It portrays the great heritage which is America's and the reaction of American youth to the challenge which they have met, and are meeting so valiantly today when this heritage is being threatened."

Following this pattern, it points out, step by step, the development of America from Columbus to the first settlement, to the Civil War, and finally to our present day.

Several of the tableaux were: Columbus, The Pilgrims, The Lost Colony, Washington, Lincoln, and four speaking pictures of our Modern age: Teacher, Farmer, Minister, and the Statue of Liberty. These last symbolized the desire of American youth to save democracy so that the simple jobs of service may be fulfilled.

The pageant is appealing because the "Voice of America" is the voice of each one of us, as we fight for our liberty, and for the things that we think are right. Its inspirational values are

immeasurable, and the rhythm and power of a speech choir are perfect for this message.

### JUNIOR TOWN MEETING Department of Social Studies or Student Council

The preparation of an assembly program of this type should begin with regular classroom work. A class in one of the social studies may be studying an important topic which is of interest to the entire student body.

School problems which the student council is working on may be the starting point for junior town meeting assemblies. Often the council must deal with problems which should be brought before the student body and discussed in a democratic manner. There is no better way of doing this than in a junior town meeting assembly.

One high school had a very interesting program as follows: Modeled after the old colonial custom of citizens of the village gathering to discuss and vote upon local issues and affairs.

The meeting is opened in typical New England Colonial style, with the reading of a passage from the Bible, followed by prayer. The president of the student council presides, although he may turn the meeting over to a discussion leader.

Superintendents of the various departments of the student government give their reports and place before the assembly problems to be discussed. After all points of view have been heard, plans are made for solving whatever difficulties may be met.

Topics brought up for consideration at a typical town meeting assembly are traffic, foyer, library and study hall behavior, condition of school grounds, chewing gum, cheating, parking cars and/or bicycles, athletic contest sportsmanship, smoking, contributions for various drives, and others.

Problem discussion is not the only activity of the town meeting. Plans are made for solving the problems, and students who have done something outstanding for the school are recognized and commended.

Representatives from the various home rooms are seated on the stage to lead the discussions, but most of the constructive ideas come from the audience spontaneously. No part of the program is rehearsed, but home rooms discuss problems to be brought up prior to the meeting.

Students are enthusiastic about this type of

program and participate because they are interested in school affairs—their own affairs. As a result town meetings go far in helping students become enthusiastic about participating in activities and assuming responsibilities.

It just seems that the results have been that students exhibit a finer type of school spirit, cooperation between faculty and students is improved, wholesome public opinion is created, and students come to feel that assembly programs are really worthwhile.

#### A STUDY OF GOOD MAGAZINES

##### American Literature Classes

The American Literature Classes in one school presented an interesting program toward the end of the semester, after having studied magazines. They presented an original program, dramatizing magazine reports. Nearly seventy-five students participated in the program, by directly acting in the skits; or indirectly by contributing props or writing the scripts in classes. All scenes made use of costumes, scenery, and lighting to produce realistic effects. Some of the skits are presented here.

A new student asks his English teacher (portrayed by the real teacher) for the day's assignment. She explains that the class is to meet in the auditorium to give reports on magazines, with each one containing both a general-information and a special-feature report.

(A few minutes elapse before the bell rings for the class to begin.)

Students pour noisily into the auditorium from all entrances and keep up a general state of confusion until the teacher enters and takes over. They are seated in the center front section of the auditorium.

The report on "Mademoiselle" consists of two boys' conversation, supplemented in the background, by a dramatized show with musical accompaniment—"A Pretty Girl is Like a Melody," "Here Comes the Bride," "Star Dust," "A Million Dollar Baby," etc. As the boys, turning the pages, discuss certain fashions in the magazine, girls modeling these styles appear behind the reporters in scenes on the stage.

"Future Farmer." One boy reads excerpts from the magazine regarding new machinery, purebred livestock, raising hybrid types of grain; while other boys pedal a velocipede type tractor, and lead or push a pet goat across the stage; and

"THE OLD SCHOOLMASTER" says:  
"Yes! Since 1924 complete service on  
MAGAZINES AND NEWSPAPERS  
for Schools, Libraries, and Teachers."

**COLLMAN MAGAZINE AGENCY**

2440 N. 28th St., Milwaukee 10, Wisconsin

others with baskets of ear corn, sheaf of wheat or oats, showing blue ribbons and other prizes.

A report is given by a girl on "Holiday," who has to contend with unruly boys who are helping her dramatize it. The special feature which she uses is on travel to Mexico. It is a humorous presentation of a typical street scene showing the usual vendors, colorful displays, with tourists bargaining over the various wares displayed.

The girl who reports on the "Ladies Home Journal" uses as her specialty "Fifty Years Ago in the Journal," featuring Winchell's "Girl Yesterday." Dressed as a Gibson Girl, she gives a radio-TV news-telecast based on items from "Fifty Years Ago" and introduces a couple dressed in the costumes of the Gay Nineties, who perform a song-and-dance number.

The "Etude" number is comparatively short, consisting of piano and violin solos: "Stout-hearted Men," and "Play, Fiddle, Play."

A student reads titles of articles from "School Activities Magazine," while students representing various activities appear on the stage. Those representing the school paper, school yearbook, roller skating, baseball, tennis, golf have the articles or accessories used on display. The debater and actor present real short dissertations, the brass trio plays one chorus of a popular song, a member of the camera club takes a flash picture, etc. Of course, there is no limit to activities.

Some additional magazines that might be used include "Life," "Gardening" magazines, aviation, animal; oh, there are many.

An excellent number to close the program is "House and Garden" or "The American Home." These magazines retain their appeal to the people in their later years as well as to the youth of today. The skit, which has a how-to-grow-old-gracefully theme, features an elderly woman reading while sitting in a lovely garden. A vocal solo, "When Day is Done," ends both the report and the program.

#### FOREIGN RELATIONS PROGRAM

##### Various Departments

Various departments may work together, under the guidance of the assembly committee, to present a program on foreign trading, dances, customs, monetary exchange, costuming, etc. International traders, presented by the social studies departments, can be portrayed by preparing an international trades office. It should have a large table, or desks, set with telephone, and covered with pamphlets and folders in bright colors.

Telephone calls from and to other countries by the busy executives can describe articles exchanged between or among other countries. Or some of the executives may wish to dictate letters to their secretaries, or into a machine to be

transcribed by the secretaries at a later time.

Explanation of the various monetary units in exchange is an important phase of such an assembly program. Also, the type of merchandise significant to each country involved will be interesting, informational, and educational.

Some excellent countries to be represented are: England, Holland, Germany, France, Switzerland, Spain. There should be a Flag of the country represented by each trader, at his desk. The art department could draw in mural form, a large map of the world, and hang it on the curtain in the background. A ribbon could be attached to each country represented, and to the table of the representative.

Each trader should have a good dialogue worked out so that he gives an understandable account of the requirements he must meet to trade with America. Of course, the trader should be dressed in the costume of his country.

The program may begin with the presentation of the flag by the representatives of the various departments represented.

The Englishman can call the American broker, and a conversation may include the stock market, the value of money or money exchange in various neighboring countries. An exchange window can be pushed on the stage at the right, where customers inquire about markets, make purchases, etc.

The Dutch Merchant calls a Dye Merchant in New York City. A dance by students representing Hollanders in wooden shoes, and Dutch costume, should be presented at this place.

A German Industrialist calls International Harvester Company, U.S.A. A short conversation is held. This can be followed by a velocipede type of tractor and a farmhand with pitchfork or other farm tools.

The Frenchman can converse with an American regarding transportation, liner, and airplane; also restaurants, and entertainment, and travel in France. A French Can-Can dance can be a part of this presentation. That is, it would follow the conversation.

The Swiss representative could converse with some brokerage firm in America regarding a large order for Swiss-made time pieces. A boy and girl in Swiss costume can appear on the stage complete with skis, and ski equipment.

The Spanish gentleman could talk with a travel agency regarding facilities pertinent to the entertainment of tourists. A Spanish Hat Dance would be quite appropriate to follow up this conversation.

Of course, other countries can be represented. Folk songs of the various nations make excellent numbers to be included in such a program. As stated before, the mathematics department works

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on the monetary exchange; music by the music department, dances by the physical education department, and other departments may well be represented in varied parts of such a program.

### PAGEANT OF THE MONTHS Language Department

The theme of this assembly is the manner in which Latin has influenced our language. It should be informational as well as entertaining. Various departments and sponsors can help the Language Department in the presentation of this program. A suggested program follows:

Narrator: Our lives have been influenced by the names and characters of the Romans. Some of the ghosts of their dead gods haunt the months of our calendar. The curtain opens.

Janus enters. A few Romans pray, seen in pantomime.

Reader: First comes Janus, the god with two faces. He looks forward and backward. He carries a key in his left hand. Janus is called the god of "Beginning and End." These Romans wish to begin the year and accomplish many things. So they implore the help of Janus. They think this god protects their gates and doorways from evil gods and goddesses.

Student: It was a clever idea of the Romans to name the first month after Janus. Everyone feels that the beginning of the year is a time for looking toward the future. It is a month of resolutions and beginnings.

If preferred, the students may enter in appropriate modern costumes and properties. They emphasize the activity in modern times for that month. Another idea suggested is to have an emcee have those whose birthdays are in January to raise their hands, or stand.

A student, characterizing an ancient astrologist, reads a brief summary about the influence of stars on their lives.

Reader: The name of February comes from the Roman festival of purification. Februa was celebrated in honor of God Lupercus. The Romans regarded Februa as a time for spiritual cleansing but they celebrated it in feasting. (A Roman feast is pantomimed here at this time.)

Student: In modern times the homemaker begins to think about spring house cleaning. Every year is 365 days and six hours. At the end of four years these extra hours have amounted to one day. It is Leap Year, when this day is added, given to February every four years, the exception being the century which is not leap year unless divisible by 400. Leap Years are the date of the year divided evenly by four.

A humorous number can be inserted here showing the traditional idea of leap year. The astrologist reads February influence.

Reader: March is a noisy windy month in our country. It is derived from Mars, drawn by his two horses Terror and Flight. His shield is gleaming and he carries a long spear. Lightning and thunder accompany him. He is the god of war.

To the Romans, Mars had power to do anything and everything. They prayed to him for rain; when they went to war they carried a cage of sacred chickens and offered corn to them. If the corn were eaten greedily, it meant Mars would bring them victory in battle. If a wood-pecker pecked on a tree trunk it was Mars answering their prayers.

Student: No month in the year is so unsettled and noisy as March. It seems that thunder and lightning try to conquer blizzards and wind. Yes, March is rightly named as the third month in our calendar. Mother Nature uses the wind to cleanse the earth.

Activity follows and the astrologist reads a few statements telling about the influence of Mars on persons born during the month of March.

Reader: April is the Angel of spring. The Romans thought this month opened the gates of birth and restored life to all things. "Omnia aperit!" they said in worship. It means: "She opens all things."

Student: Yes, April is tender and kind. This month brings beauty. The earth awakens from winter sleeping. Buds and birds appear; the woods and lawns are filled with the new, soft, green grass. We know, it is the work of April who brings the showers and flowers.

Action: Emphasize the activity of this month with a number presented by the physical education department.

Reader: May is named for Maia, daughter of Atlas, but we must hurry. June is named for Juno, whom Romans thought gave them wisdom and joy. Truly she brings us graduation and the realization that commencement is here.

Student in cap and gown appears on the stage, with scroll in hand. The program can end at this time, if it has been arranged to take the proper amount of time. Or, the other months may be included, if the numbers are short enough. Of course, there are many stunts, pantomimes, and ideas apropos to a program of this sort.

## Six-Man Football MAGAZINE

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# News Notes and Comments

## Unique Club Is Popular

Among the many clubs that have registered their constitution with the Student Senate at Highland Park High School is one known as the Intercultural Club. This is a rather unique club in that its many members come from different parts of the world. This is possible because many exchange students attend the school and they look towards some form of fraternization through one of the student organizations.

## Baton Twirlers Strut Their Stuff

More than 500 baton twirlers participated in the activities of the 28th annual Chicagoland Music Festival held during the late summer. They took part in the baton solo and team contests and in the massed exhibition held in Soldier Field, in the evening. Of course, a special stunt included the twirlers with their fire batons. Major Charles W. Clarke was in charge of these programs.

Major Boothe says that there are 500,000 twirlers in the United States. He says that the art has grown because it is beneficial physically and mentally. He also points out that it demands coordination and stimulates quick reflexes. Many basketball stars, Boothe says, studied baton twirling in order to improve their game.—The Drum Major

## Seniors Sponsor P.T.A.-Class Potluck

"I would like for you to meet my parents—" was a common phrase used recently at the senior class potluck. Parents and senior class students gathered together on an evening in March in the Corvallis high school cafeteria for its annual P.T.A.-Class Potluck.

Things started rolling after everyone filled up on the buffet style potluck. All of the senior class officers were introduced and then Brian Williamson served as master of ceremonies for the occasion. Entertainment was provided by members of the senior class, featuring a talent show.—High-O-Scope, Corvallis High School, Corvallis, Oregon.

## Archery Is on the Upsurge

A survey taken by the Athletic Institute on various sports covering a period of ten years from 1946 to 1956 shows Archery with the greatest percentage increase in regular participants with a whopping 170%. The figures for this survey were taken from the records of the various governing bodies of sports. Tied for second in

increased participation is Bowling and Tennis at 60% each.

It is significant that the greatest increases are in the so-called carry-over sports—those in which individuals can continue to participate after they have left school where so much emphasis on team sports has been placed. And the three highest increases have been in the three sports that have practically no age barrier.—The Coach

## Plan Type To Fit Space

One of the big problems of most inexperienced yearbook staffs is in determining how much copy to write for a given space. Obviously, too much copy must be reduced to tiny type—or must be trimmed somewhere along the line. Be sure to get samples of type from your printer, and know exactly how many characters will fill a line of, say 3-inches wide. Know how many lines it takes to make an inch-deep column. (For instance, about 7 lines of usual 10-point type will be an inch deep.) Don't write it too long. A printer has no type compressors.—Photolith

## National Group Formed

A new organization, to be called the American Driver and Safety Education Association, will provide services for instructors in one of the fastest growing fields of education.

The appointment of a provisional committee to outline steps in the formation of such an organization has been announced by the National Commission on Safety Education of the NEA.

The growth of driver education programs has been accompanied by pressing problems. As the demand for such courses increases, it becomes more difficult to obtain well-qualified teachers, and to standardize program offerings.

A delegate and alternate from each of six geographical regions will make up the provisional committee. It will draft a constitution for the organization and report to state organizations on action taken at a recent NCSE conference, which studied ways in which state associations and interstate cooperation could benefit driver and safety educators.—Illinois Education

## Exchange School Papers

Annapolis High School will engage in an exchange program with a high school in Karachi, Pakistan, this year. Each school will send the yearbook and three issues of the newspaper. The principals of the schools will also exchange letters.

# DEBATE

*Materials*



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**MID-WEST DEBATE BUREAU**  
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The purpose of the program is to foster friendship and understanding with our ally who is struggling to maintain its identity although surrounded by Communist countries. Annapolis High School was selected to take part in this exchange because of the work done by the school newspaper.—The Maryland Scroll, MSPAA

#### Speech Intramurals

The first round of the Speech Club intramurals was held early in the school year. This was round I in the Oratorical Declamation Intramural. There are usually five or six students in each of four sections of the intramurals. In order to get to the finals, a speech student must have placed either first, second, or third in both of the two preliminary rounds.

The aspiring speech clubbers are coached by older members of the club and are judged by them in the preliminary rounds. Any student who wishes to join speech club must participate in the intramurals. Some of the events are comedy play reading, serious play reading, extemporaneous speaking, radio speaking, verse, and debate.—The Magnavox, Du Quoin, Illinois, High School

#### Distribute Publications to Members

The New York State Public High School Athletic Association has prepared and distributed numerous leaflets and booklets to their member schools. Included in the list are 1957-58 Handbook; Spot News; 1957-58 Eligibility Bulletin; 1956-57 Report on Competition, among others. The organization has as one goal—"a sport of every one and every one in a sport." Progress was made toward this goal during the past school year.

The Report on Competition lists thirty interscholastic sports, or divisions, in which some students or schools are involved. The list includes basketball, baseball, volleyball, track and field, softball, football (11 man), soccer, bowling, table tennis, tennis, badminton, field hockey, golf, cross country, wrestling, archery, rifle, swimming, football (6-man), shuffleboard, football (8-man), speedball, horseshoe pitching, gymnastics, skiing, football (touch), ice hockey, indoor track, lacrosse, and rowing. The sports are listed in order of the percentage of schools participating. Basketball is first, with 99.7 per cent of the schools participating; and rowing last with less than one per cent of the schools taking part.

# How We Do It

## **PUTTING OLD PIPE TO PRACTICAL USE**

Scattered throughout your school district, just gathering rust, are hundreds of pieces of pipe of assorted lengths and sizes. With a little ingenuity they can be put to practical use in the form of a variety of pieces of play equipment which your students will greet with delight.

We at the North Avenue School, of the Del Paso Heights, California, Elementary School District, first became aware of the magic of pipe as a result of a scrap drive we were conducting to raise funds for student-body expenses.

We found ourselves with pieces of pipe of all descriptions in our collection and were about to sell it to a local dealer in scrap iron when Mr. Wilbur Slagle, the clerk of our school board, stepped into the picture.

Mr. Slagle, a man who takes his job on the school board very seriously, and who spends much of his leisure in doing things for the children of the district, suggested that we hold on to the pipe as he felt that he could put it to a use far more beneficial to the students than the few cents it would bring as scrap. He was right . . .

Have the students in your school collect some old pipe, and you can work right along with us as we fashion one of Mr. Slagle's most popular creations—the giant rocker.

1. From your collection of pipe select two pieces of pipe  $1\frac{1}{2}$  inches in diameter. Using either a hacksaw or a pipe cutter, cut them to seven feet in length.



2. Take the two pieces of seven-foot pipe to someone in your community who has a pipe bender and solicit their aid. Anyone in such occupations as plumber, hardware dealer, building contractor, pipe dealer, or machine shop operator should have access to a pipe bender.

This is an example of school-community relationship where both agencies are working actively toward the same goal—children—and the person approached for aid will feel flattered that you are seeking his aid. Have both pieces of pipe bent so that they look like this—



3. Select four pieces of  $\frac{3}{4}$ " pipe and cut to

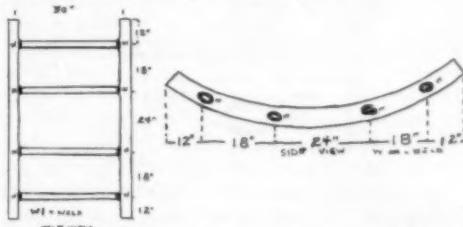
30" lengths. Next take a hammer and pound the ends of each piece of pipe until the ends look like this. This can be accomplished by laying the pipe flat on a hard surface and pounding until just the last inch of each end of the pipe presents this flattened appearance . . .



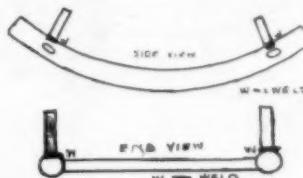
4. From here on it will be necessary to do some welding. If you are one of those fortunate schools where there is a shop course offered that has welding equipment, or if the school custodians have a welding rig, then yours is a simple chore.

If neither of the above is the case, once again it will be necessary to use the resources of the community. Undoubtedly one of the students' fathers has the desired equipment and talent and would be eager to contribute his services.

Never underestimate the desire of parents or community members to work with the school. Not only is this cooperation invaluable as a positive public relations factor, but by utilization of the combined faculties of school and community a much richer school program is possible. The four pieces of 30" pipe must be welded to join together the two seven-foot pieces of pipe as illustrated below, and to the left.



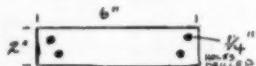
5. Next we need four more pieces of  $\frac{3}{4}$ " pipe which we will cut to ten-inch lengths. These four pieces of pipe have to be welded vertically on and perpendicular to the seven-foot lengths of pipe as illustrated below:



In order to insure a more satisfactory weld, the last inch on each end of all four of the pieces

of pipe referred to in No. 5 should be flattened with a hammer in the same fashion as the 30" lengths of pipe in No. 3.

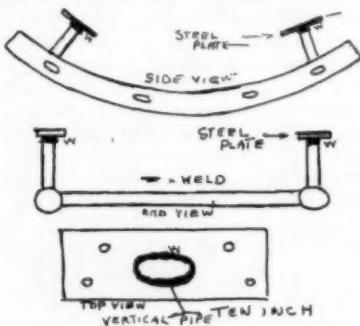
6. The next thing on our list of needs is four pieces of  $\frac{1}{4}$ " steel plate as shown below . . .



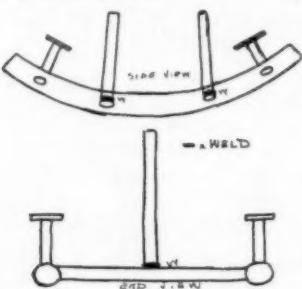
The pieces of steel can be purchased for just a few cents at any machine shop or iron works. The  $\frac{1}{4}$ " holes can be drilled with an ordinary hand drill, using a  $\frac{1}{4}$ " metal bit. It can be accomplished much quicker and with a great deal less effort, though, with an electric drill.

Again, if the school does not possess this piece of equipment, go to the parents of your students. Many men have electric drills in their home workshops, and the greater the number of parents who can look with pride at the finished project and feel that they played a part in its construction, the stronger is your school community team.

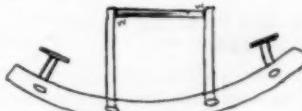
7. After the holes have been drilled in the pieces of steel plate, it is time for more welding. One piece of the steel plate is welded to the top of each of the upright sections of ten-inch pipe referred to in No. 5, as illustrated.



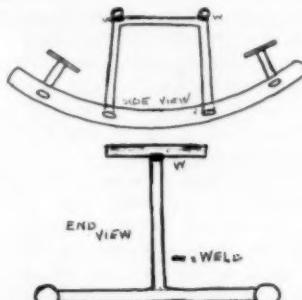
8. Cut two pieces of  $\frac{3}{4}$ " pipe to 20" lengths and prepare for welding by hammering the ends flat as has been done previously. Weld one piece vertically to the center of each of the middle two 30" cross pipes as shown:



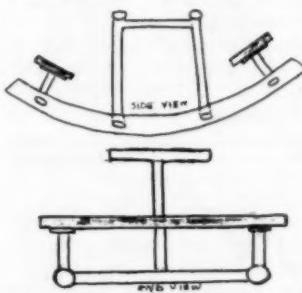
9. Cut one piece of  $\frac{3}{4}$ " pipe to a length of 24". Flatten ends for welding. Join the two upright 20" pieces of pipe by welding the 24" pipe horizontally three inches from the top of the pipes. See illustration.



10. Cut two pieces of  $\frac{3}{4}$ " pipe to 18" length. Center these pieces of pipe horizontally, one on top of each of the upright 20" pipes, thus forming a "T" with the ends of the top section of each "T" pointing toward the long side of the apparatus.

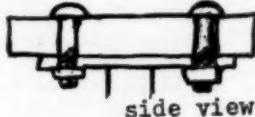


11. Using lumber one inch in thickness cut two pieces 8" wide by 36" in length. Place cut pieces of lumber across steel plates, one piece of lumber to each pair of steel plates.

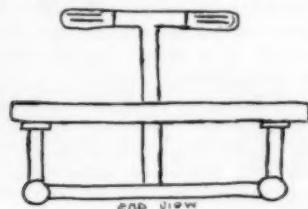


Using the  $\frac{1}{4}$ " holes in the steel plate as a guide, mark and drill corresponding  $\frac{1}{4}$ " holes in the wood. Use a  $\frac{1}{4}$ " wood bit in either a hand or an electric drill. Sandpaper the wood smooth and paint.

12. Using  $1\frac{3}{4}'' \times \frac{1}{4}''$  stove bolts with washers and nuts, attach wood to steel plates.



13. Collect four bicycle handlebar grips, attach to the ends of both of our pipe "T's" and our Giant Rocker is ready for use. The Giant Rocker will seat either one or two youngsters on each end and provide many months of pleasurable play for children of the kindergarten and first-grade level.



Now that our project is completed, other than bruising our fingers with a hammer what have we accomplished?

1. At the price of a few cents, a little sweat and blood, we have constructed a safe, enjoyable piece of play apparatus for the primary youngsters in our school.

2. The school, parents, and the community have had an opportunity to share talents and work together for a common cause—the children of the school.—Robert J. Nareau, Principal, North Avenue School, Del Paso Heights, Calif.

#### A STUDENT COMMITTEE CHRISTMAS PROJECT

One Christmas, the Publicity Committee of Vincentian Institute's C.Y.O. (Catholic Youth Organization) was trying to discover some new effect for a decoration and project. It was suggested that a Christmas Crib be made entirely by artistic students.

First several girls were chosen to draw the figures which were to be placed in the stable. They used cardboard figures from a ready-made set as models but on a larger scale. Originality was also employed. The figures were painted with water colors on heavy paper which was later pasted on cardboard for durability.

Next the stable itself was made. A large cardboard box three feet long and two feet wide was painted with tempera paints, making it very realistic. Two pieces of cardboard were slanted for the roof. For the ground in the stable straw was obtained while Christmas tree branches were scattered on the roof and at the sides.

The background was painted in the tempera on an unbleached muslin. The sky was midnight blue with fading stars sprinkled throughout. Varying yellows with touches of white were used to suggest the setting sun.

In the distance there could be seen the town of Bethlehem with rolling hills and palm trees surrounding it. The stable was placed on a large table which was covered with green crepe paper.

The exhibit received a great deal of attention and the students were especially proud of their accomplishments. It was a very worthwhile project.—Vincentian Institute

#### EXTRACURRICULAR OR CURRICULAR?

In describing an activity that exemplifies student initiative, responsibility, and cooperation, one stands out vividly in my mind. The semester before I transferred to auditorium from home room an interesting cycle of events happened that left a most memorable impression upon my students and myself.

It was in a sixth grade home room with some thirty-three students. During the last ten or fifteen minutes of each class period, we devoted our entire discussion to current events.

At first the subjects took on the range of a newspaper, but gradually each day some students would discuss some worthy scientific event that had been making the headlines. Soon the entire current events period took on a scientific flavor.

Realizing that our building did not have a science room, I encouraged these discussions in order to satisfy their curiosity and need for science that was most urgent. Probably the formation of a science club would have met with most enthusiastic participation, but the next best thing happened.

Before long the students began bringing in books about science. The room took on a scientific atmosphere and gradually our work in arithmetic and reading came to be a solving of scientific problems. This sudden enthusiasm began gaining in momentum and before long we were organized in the following manner.

We had five groups, each concerned with a different aspect of science. They were weather,

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outer space and stars, inventions, experiments, and modern life. Each group organized themselves according to their own purposes.

They met in their groups and planned and evaluated their progress, daily. They initiated their own methods of disseminating the information they gained to the rest of the class. Some of the projects that were undertaken were, in the weather group, why weather is always changing—this change affects our lives in many ways. The children made a chart showing the function of the atmosphere in the weather.

In the outer space group, they worked out the idea of possible life on other planets. Each member of the group studied one or two planets.

In the invention group, they were guided by the principle that inventions are developed from simple ideas. In the experiments group, one of their projects was the study of soap and how it breaks up particles of oil.

In the modern life group, the children made scrapbooks emphasizing the material benefits gained from science and inventions.

As the science work progressed, it gave new meaning to the problems in arithmetic and new words that the students wanted to learn to spell. The children's own evaluations served as a mark which they had to receive in home room.

The above illustration of an activity that was carried on in a sixth grade home room might best exemplify the closeness of the terms extracurricular and curricular. This activity might be typical of any science club—but through the needs and interests of this particular class, the activity was carried out as a normal part of the curriculum of the elementary school. Whether an activity is extracurricular or curricular is of little significance—the main thought we are concerned with is in carrying out our goals as teachers.—Samuel Reder, Doty School, Detroit, Michigan

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## Among The Books

**SCOUTING IN PUBLIC SCHOOLS** (A manual on objectives, programs, and methods of cooperation by public schools and Boy Scouting in behalf of American boyhood.) Prepared by National Committee on School Service, Relationships Division, Boy Scouts of America, New Brunswick, New Jersey.

Contents: Chapter I. Scouting's Background; II. The Modern Public School and Its Objectives; III. Objectives and Programs of the Boy Scouts of America; IV. School-Scouting Cooperation; V. Parent-Teacher Associations and the Boy Scouts of America; VI. Rural Schools and Scouting; VII. Metropolitan Public Schools and Scouting; VIII. Use of Public School Facilities by Scouting; IX. Examples of School-Scouting Cooperation; Appendix; Bibliography.

Arthur A. Schuck, Chief Scout Executive, Boy Scouts of America, says in part, "We in Scouting are particularly grateful to public school educators. From the beginning of Scouting, in 1910, they have been an important part of our program, serving in many capacities. They have recognized Scouting as an important part of total education.

"This manual should do much to further increase mutual appreciation of objectives and to show the way toward greatly increased cooperation, nationally and locally. May Scouting, in more and more ways, be of help to public schools, boards of education, and parent-teacher associations in accomplishing their objectives for the education of our youth."

## Comedy Cues

### Winner

A golfing clergyman had been beaten badly by a parishioner, 30 years his senior. He returned to the clubhouse rather disgruntled.

"Cheer up," his opponent said. "Remember, you win at the finish. You'll probably be burying me someday."

"Yes, but even then," said the preacher, "it will be your hole."—Ex.

### Proof

"You want more salary? Why, my boy, I worked three years for fifteen dollars a month right in this store, and now I'm owner of it."

"Well, you see what happened to your boss. No man who treats his help that way can hang on to his business."

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